

American University in Cairo

AUC Knowledge Fountain

Theses and Dissertations

2-1-2010

Instructional television programs in Egypt: a case study of the primary stage programs

Mahitab Khalil

Follow this and additional works at: <https://fount.aucegypt.edu/etds>

Recommended Citation

APA Citation

Khalil, M. (2010). *Instructional television programs in Egypt: a case study of the primary stage programs* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain.

<https://fount.aucegypt.edu/etds/988>

MLA Citation

Khalil, Mahitab. *Instructional television programs in Egypt: a case study of the primary stage programs*. 2010. American University in Cairo, Master's thesis. *AUC Knowledge Fountain*.

<https://fount.aucegypt.edu/etds/988>

This Thesis is brought to you for free and open access by AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact mark.muehlhaeusler@aucegypt.edu.

The American University in Cairo

School of Global Affairs and Public Policy

INSTRUCTIONAL TELEVISION PROGRAMS IN EGYPT:
A CASE STUDY OF THE PRIMARY STAGE PROGRAMS

A Thesis Submitted to the Department of
Journalism and Mass Communication

In partial fulfillment of the requirements for

The degree of Master of Arts
In Journalism and Mass Communication

By Mahitab Kamal Eldin Ismail Khalil

Academic Degrees Previously Earned

Under the supervision of Dr. Rasha Abdulla

Dec. 2010

The American University in Cairo
School of Global Affairs and Public Policy

INSTRUCTIONAL TELEVISION PROGRAMS IN EGYPT:

A CASE STUDY OF THE PRIMARY STAGE PROGRAMS

A Thesis Submitted by

Mahitab Kamal Eldin Ismail Khalil

To the Department of Journalism and Mass Communication

Dec. 2010

In partial fulfillment of the requirements for the
The degree of Master of Arts

Has been approved by

Rasha Abdulla, Ph.D.
Thesis Adviser
Associate Professor and Chair
Date: 20 Dec. 2010

Professor Sherine Fahmy
Thesis Reader
Associate Professor of Practice
Date: 20 Dec. 2010

Professor Hassan Ragab, Ph.D.
Thesis Reader
Adjunct Faculty
Date: 20 Dec. 2010

Professor Rasha Abdulla, Ph.D.
Department Chair
Date: 20 Dec. 2010

Nabil Fahmy, Ambassador
Dean of GAPP
Date: 20 Dec. 2010

DEDICATION & ACKNOWLEDGMENTS

To my beloved parents I dedicate my study; to my kind mother and my wise father. Any effort I exert I would not have made it without God's support from my parents' and my beloved grandfather's prayers.

I would also highlight the adorable thrust that I was blessed with working with my beloved Dr. Gehan Rachty. She is my star of mass communication and the sun of ethics in everything. I was also blessed with a spirit and smiles that I shared with my dear family and friends. They have a strong belief in my capabilities. Moreover, they make me see a wonderful bright picture of what I can be like in the near future.

They are all my folks who give me wings and make me fly. When I fly, I am also so confident that I have a solid ground to land on with the guidance and coaching of an expert experienced pilot who is my master's professor and my research advisor. Dr. Rasha Abdulla is one of a kind. She is my advisor and role model from day one at the American University in Cairo. She taught me and made me understand that the sky is my limits in learning, questioning, social interaction and importantly in research.

I was rewarded with an amazing company of classmates and staff at the American University in Cairo that was also so helpful and made me enjoy learning surrounded with a bouquet of gorgeous colleagues from all over the world, gathered to learn with passion.

I would also be honored to acknowledge the sincere support that I had from my colleagues at work, in addition to the hand they constantly offer me. Without having such a spirit at my workplace, I would not have a spirit to read or write a single word. Finally yet importantly, the students that I assisted at my home university where I work, they are always a source of inspiration, fun and will to study more and more.

ABSTRACT

This study focuses on media for development; using television as a mass medium to serve education in Egypt. The study in hand is a case study concerned with the instructional television programs for the primary stage students in Egypt. The researcher focused on three pillars that are: education, media and more importantly, students and their parents.

The study is guided by a learning system: Rich Environment for Active Learning. This system is based on the constructive theory that deals with learning as a life long experience. The learning process, thus, has to be joyful and engaging so that it makes sense to the students. If so, then the student too will intentionally seek information.

The researcher conducted several in depth interviews and focus groups with representatives of the pillars. Moreover, the researcher carried on a discourse analysis for the primary stage instructional channels and programs for the six primary stage years.

The findings show that the programs have some elements that make them appealing and engaging based on the REALs model and the standards identified by instructional and media experts. There is an effort exerted for producing a large number of programs annually. Yet, there are several problems that hold the programs back, such as the tight budget, lack of coordination and bureaucracy. Primary stage students lack the culture of active learning. The students and their parents are not aware of the programs, or they may watch them to memorize samples of questions expected to appear in the exams and their model answers. Students have to take private lessons. When the students watched a sample of the instructional programs and a sample of the Egyptian Sesame Street, for comparison, for them, Sesame Street was more popular, appealing, friendly and fun. While the instructional programs are perceived as old, classic, and if these two programs fight, Sesame Street will surely win.

Figures

Figure 1: Population distribution according to education. CAPMAS 2008	5
Figure 2: Involved Parties in the Learning Environment.....	41
Figure 3: Primary Instructional Channel 1.....	89
Figure 4: Primary Instructional Channel 2.....	89
Figure 5: Shot from the Instructional Channel. Program time announcement	89
Figure 6: Shots from the Instructional Programs. Teachers' outfit.....	91
Figure 7: Shots from the Instructional Programs showing different presentations' styles.....	92
Figure 8: Shot from the Instructional Programs. Fancy Character is presenting a program	92
Figure 9: Chart for the type of programs' settings.....	92
Figure 10: Chart for the presentation styles represented	93
Figure 11: Shots from the Instructional Programs. Example of the visual aids	94
Figure 12: Shots from the Instructional Programs. Types of asking and interacting	95

T a b l e s

Table 1: Schools and classes development. CAPMAS 2008.....	5
Table 2: Classes & Schools distribution. CAPMAS 2008	6
Table 3: Independent & Dependent Variables of the Study.....	43
Table 4: Analyzed Sample of the instructional programs.....	90

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

• INTRODUCTION	3
• BACKGROUND	4
○ EDUCATION EARLY BEGINNINGS	4
○ POST- REVOLUTION PERIOD	5
○ THE NEW MILLENNIUM	5
○ FUTURE PLANS	6
• SIGNIFICANCE OF THE TOPIC	10

CHAPTER 2: PREVIOUS STUDIES

• REVIEW OF LITERATURE	12
-------------------------------	-----------

CHAPTER 3: THEORY

• THEORETICAL FRAMEWORK	31
○ THE CONSTRUCTIVIST THEORY & ITS MAIN APPLICATIONS	31
○ REALs MODEL & ITS EMERGENCE	34
○ DEFINITION OF REALs	35
○ ATTRIBUTES OF REALs	36
○ APPLICATIONS OF REALs	38
○ RECOMMENDATIONS OF THE REALs	39

CHAPTER 4: METHODOLOGY

• STATEMENT OF THE PROBLEM	41
• RESEARCH QUESTIONS	42
○ INDEPENDENT & DEPENDENT VARIABLES	43
• METHOD OF DATA GATHERING	45
○ CASE STUDY	45
○ IN DEPTH INTERVIEWS	46

	2
○ FOCUS GROUPS	46
○ CRITICAL DISCOURSE ANALYSIS	47
▪ CATEGORIES OF ANALYSIS	48
▪ INTER-CODER RELIABILITY	51
▪ SAMPLE	51

CHAPTER 5: DATA ANALYSIS

• FOCUS GROUPS	
○ AIDED & UNAIDED GROUPS WITH PRIMARY STAGE STUDENTS	53
• IN- DEPTH INTERVIEWS	
○ MOTHERS OF PRIMARY STUDENTS	60
○ MEDIA SPOKESPERSON, MINISTRY OF EDUCATION: ADEL ABDELGHAFFAR	63
○ HEAD OF NILE INSTRUCTIONAL CHANNELS: LATIFA EL SHAFIE	67
○ FOUNDER & FORMER HEAD OF NILE INSTRUCTIONAL CHANNELS: TAHANY HALAWA	71
○ MEDIA EXPERT & FILM DIRECTOR: MOHAMED SARAYA	75
○ INSTRUCTIONAL EXPERT: MAHA BALI	79
○ PRIMARY STAGE TEACHERS	82
○ CHAIRMAN OF AL KARMA EDUTAINMENT: AMR KOURA	86
• CRITICAL DISCOURSE ANALYSIS FINDINGS	89

CHAPTER 6: CONCLUSION & DISCUSSION

• DISCUSSION	97
• RECOMMENDATIONS & SUGGESTIONS	106
• REFERENCES	112
• APPENDECIES	119
○ DISCUSSION GUIDES OF INTERVIES & FOCUS GROUPS	
○ INTERVIEWS TRANSPRIPTS & RESPONSES	
○ CODE BOOK	

C h a p t e r 1

INTRODUCTION

As a mass communication researcher, the concept of media that serve development is tempting to dig deep in. Everyone is talking about the development of education in Egypt. Generally, development requires time and high expenditure, in addition to training teachers and providing them with proper explanation aids.

One idea that can be going in parallel to this development to serve education is making use of the media. This is like mass teaching. Thus, one trained teacher can reach thousands of students via media. This would be like training hundreds of teachers at each school. Therefore, while the schools reform is taking place, there are very well trained teachers for the students to help them.

This is called instructional television. Instructional television programs are the programs that cover the curricula of the schools.

This study is conducted to examine the instructional programs. The study also tests how far there is coordination between schools, the programs, and the students' needs for an instructional television programs.

BACKGROUND

EDUCATION & THE MEDIA

Education: The Early Beginnings 1800s:

Modern education started in Egypt during the time of Mohamed Ali, when he took over Egypt's rule in 1805. Mohamed Ali initiated "modern, European-style education, particularly French-type education"(Egypt State Information Service).

He established "high" schools in 1816, preparatory schools in 1825, then primary schools in 1832 (Egypt State Information Service).

Thanks to the efforts exerted by the education pioneers, Refaa Tahtawi and Ali Mubarak, missions were sent to Europe to learn from their expertise in several areas and benefit their country (Egypt State Information Service).

Ali Mubarak launched the first cultural project in Egypt in 1867. Moreover, he established the "School of Teachers" (Dar el-Oloun) in 1880 to supply schools with Arabic language teachers. Later on, national universities were opened in 1908 (Egypt State Information Service).

The role of Taha Hussein was also remarkable. Hussein's main concern was in setting up educational programs. He called for teaching Arabic and Egyptian history in schools. He urged the government to extend plans to establish more universities (Egypt State Information Service).

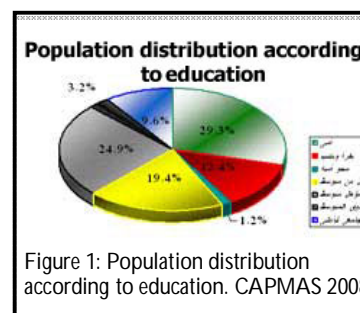
Post- Revolution Period from 1953 to the 1990s:

Following the July 23 Revolution, 1952, the principle of the “Democracy of Education” was adopted. It provided people from all walks of life with the opportunity to become educated. Since 1957, the development strategy in Egypt has been associated with education.

In Article 18, the 1971 constitution asserted that education was a basic right to be provided by the state. It was compulsory in the primary stage and had to be so in other stages. The state supervised all stages of education. It guaranteed independence of universities and research centers (Egypt State Information Service).

The New Millennium:

In 2006, the number of school dropouts in the age group of 6-to-18-years-old was counted for the first time in Egypt. “The census figures put them at 884,776, of which 391,563 cases have been reported in urban areas and 493,213 in rural areas” ([CAPMAS](#), 2008).



On the other hand, the number of schools and classes from 2005 to 2007 increased as follows:

Table 1: Schools and classes development. CAPMAS 2008

Information	2005/2006	2006/2007	Increase Value
Total Schools	39,926	40,868	942
Total Classes	38,7808	38,9033	1225

Moreover, the number of schools, classes and students of private education increased as the previous table shows ([CAPMAS](#), 2008).

The following table shows the most recent statistics for the years 2008/ 2009 according to the official sources of the Ministry of Education

Table 2: Classes and Schools distribution CAPMAS 2008

Stage	Schools					Classes				
	Govern- mental	Private	Urban	Rural	Total	Govern- mental	Private	Urban	Rural	Total
Pre primary	6401	1514	3308	4607	7915	16,124	6873	12,986	10,011	22,997
Primary	15,282	1584	5540	11,326	16,866	18,911	22,973	83,803	12,828	21,208

This shows that the number of schools, classes and students enrolled in the primary stage are on the rise. Moreover, the UNESCO Cairo Office Report further reinforced this in the year 2000. It stated that there was a growth in the education and school enrollment rate in the Arab World. On the other hand, there are key challenges facing this positive progress such as “access, equity, relevance, and quality of education as well as the new challenge of the rapid development and the increased dominating influence of new information and communication technology (ICT) on all aspects, including education” (UNESCO cited in El Nakib, 2001, p. 56).

Future Plans:

The Developmental Technology Center Unit and the Egyptian Television cooperated and produced instructional and entertainment video films to be aired on the Nile Specialized Channels. They also hoped to apply the method of the videoconference, which will allow a larger number of trainees to attend workshops, in addition to saving money, time, and effort for teachers (Zamzam cited in El Nakib, 2001, p. 60).

According to Egypt State Information Service's official website in 2009, the State aims at entering the knowledge world through several fields such as using technology in education, learning and administration, and this can be applied for instance through increasing the number of receivers for instructional channels, which reached 22,000; in addition to producing advanced instructional software. Salient software that are already produced are 305 curricula for all stages, 160 video films (historical and documentary), 110 animated films and 60 instructional subjects recorded on tapes, 45 of which are transmitted through the internet through electronic education project (Education in Egypt 2009).

Dr. Ahmed Zaki Badr, the Minister of Education mentioned in an interview published on Al Ahram, the national Egyptian newspaper, that around 66% of the teachers are trained now by experts from the ministry as well as by foreign experts. Moreover, the salaries of the teachers were increased by 175% (Salama and Saleh, Al Ahram, Sept 2010).

Besides, there were further challenges facing educational development including the spread of the Swine Flu pandemic. During this crisis situation in Egypt and all over the world, new packages of instructional programs were produced. There were intensive efforts to use different media and apply several techniques to allow students to study from home whenever there was a need to close school doors.

Other challenges include the relentless unsolved problems such as jammed classrooms, a high absence rate, lack of facilities for students and teachers such as good libraries or office space for teachers, as well as computers and science labs which are often badly maintained, if they exist at all in state schools (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

"The government admits there are problems but says it will take time to solve them." Likewise, Education Minister Badr told a parliament committee, the official news

agency reported, "There are many problems in education and we are putting plans in place to gradually resolve them. But we cannot solve these problems overnight" (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

According to a recent study conducted by the National Center for Social & Criminal Studies, Nahed Ramzy, Counselor Psychology National Center for Social and Criminal Research, found out that 66% of the Egyptian students depend on private lessons. Moreover, almost 40% of families pay more than half of their income on private lessons. This was published in the official newspaper in Egypt (Abdel Shafie, Al Ahram, Sept. 2010).

Understandably, the parents are aggravated. They have no choice but to pay for private lessons. The teachers, on the other side, feel they have to rely on that extra income from private lessons because of their low salaries from state schools, which are, on average, LE 1, 600 (US\$281) a month (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

Both parents and teachers say that the mathematics, science and other core subjects' curricula are based mostly on facts to memorize, not problems to solve. "Memorization has long been the key to final school exams that determine what a student can study at university" (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

An education consultant, Laila Iskandar said that the "National exams in Egypt are based on specific lessons taken from textbooks in the last two years of high school. Scholastic Aptitude Tests (SATs), however, test the student's ability to draw inferences and think critically." However, sudden divergence in exam questions from expected memorized material can burst into flames among the students (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

"For decades now, the student's way to success has been memorizing material that will ensure passing the exam. No thinking is required, just commitment to a set of rules," said Refaat Ibrahim, a high school teacher in Alexandria (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

According to Badr, the Education Minister, the budget of the Ministry is very tight. Thus, he has requested an increase in the budget allocated to the Ministry. In addition, he has asked the officials in the education field to cut down on their expenditures and spend money more efficiently. In this way, the Ministry was able to return LE 178 million by the end of the 2009- 2010 budget (Salama and Saleh, Al Ahram, Sept 2010).

Accordingly, Angus Blair, head of research at investment bank Beltone Financial, said: "Improving the quality of education is the number one factor that needs immediate attention" (Poor Education Squeezes Egypt's Growth, Reuters, Oct. 2010).

This condition of education in Egypt calls for further efforts from all sides of the society to grow. This study is a descriptive case study that focuses on instructional television programs as one means to cultivate more active and knowledgeable students through television.

If the whole education system orchestrated with one clear vision, the students would benefit and thus prepare for a brighter future. However, the situation seems to have several gaps that this study is aiming to find out and to propose solutions for.

SIGNIFICANCE OF THE TOPIC

Based on the Declaration of the Second Decade for the Protection and Welfare of the Egyptian Child, 2000-2010, children are the core of the development in Egypt. Thus, the improvement of education is one of the chief goals of development.

The concept of education requires among its basic goals “to sustain efforts exerted with a view to enhancing advanced education technologies and boosting children’s ability to use them to gain the expertise and skills needed for taking on the challenges of the Third Millennium and for competing internationally” (Society, Children Welfare, Child document).

A student cannot study in isolation from the environment. The school, parents, peers, media, and the student’s eagerness to seek knowledge are all variables that shape the learning environment. Thus, if these variables complement each other, this would sustain the education and learning process in Egypt.

To increase the number of schools is one of the requirements of educational development. It is a necessity to train teachers and supply classrooms with teaching material. Since this process is slow and costly, there can be other ideas to serve education in the meantime. Moreover, the instructional television programs can be one of the valuable means to reach the masses. That is to say, “the expert television presenter, with an attractive personality, can establish a one-to-one rapport with each individual member of the audience, a situation which can be used to great advantage in the educational field.” (Lawler, 1965).

However, these programs have to be consistent with the whole system of education in school and must be known by the parents. All the parties that make up the learning environment have to work in coordination with each other.

Thus, this case study aims at analyzing the instructional television programs in Egypt. The study will take a descriptive approach to reveal the unknown aspects about the instructional television in Egypt that were not covered in previous studies.

Chapter 2

REVIEW OF LITERATURE

The media can contribute in preparing the students to become a part of the educational process. Now, the media are an integral player in the learning experience worldwide on which students highly depend when they study and work on their school projects. Much of what the teacher does involves communication. From the spoken word to the viewing of the real world, directly or by means of some technological inventions, communication permeates instructional activities" (Earle, Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs, 2000).

Every day, new inventions are developed in the field of communication, opening the way for brand new or improved methods and techniques of communication. For example, when the motion picture started in the 1920s, it went through several phases of maturity, until it represented a serious medium that does reflect the society, and even sometimes presents creative remedies. Then, the motion picture also started to play a role in the process of learning (Earle, Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs, 2000).

The audio- visual field in educational technology views the communication process as more than just transmitting information. "This interpretation allowed the membership to design new and creative ways to combine messages and channels into educational experience." (Januszewski, 2001).

In his study on Nigeria, Bala A. Muhammad recommended that universities should keep on working to adopt new technologies in communication to serve the society. For example, a project was launched in Lahore, Pakistan called EDUNET, which is a computer network to facilitate education among disadvantaged students, with the assistance of the UNDP. This project is considered a role model for the "Media for Development" programs among the developing countries (Muhammad, 1996).

In Egypt, Lamiaa Issa El Nakib conducted an experimental study about the usage of computers in school as a teaching method together with traditional teaching methods. She tested the effects of teaching Math in a computer lab together with the traditional math class on fifth primary students represented in an experimental group of students from a private school, and a control group from another private school that takes math only in a traditional class.

El Nakib came up with the following advantages for using computers: a computer has the potential to emphasize the information in the students' minds, enhance their skills and positively affect their personal and social behavior towards their teachers as well as their colleagues (El Nakib, 2001).

Furthermore, Lamya Tawfik conducted a study to explore the media literacy issues among primary school students in Egypt. She affirmed that media literacy is not an extravagance anymore; it is now a necessity especially because we are surrounded with media everywhere. In addition, luckily, the discussion of television technology, tricks, and industries with simple terms for primary students to understand is a highly fascinating and exciting topic for children in all ages. She added that media education would make the child connect school subjects to the outside world (Tawfik, 2003).

Thus, television is supposed to be used properly to serve children efficiently. "Only by committing ourselves to quality across the spectrum can we truly fulfill the vast

potential of television as an en- richer of children's lives" (Palmer, cited in Alexander et al, 1998).

There is fear that due to the widespread, universal nature and thrilling charisma of television, children may be more defenseless in front of any material that can be presented by the television teachers (Van Evra, 1990). Therefore, children's activists work to guarantee that the lessons (especially from the networks that are to operate in the public interest) are:

- Positive.
- Of fine quality.
- Age-specific (Alexander et al, 71, 1998).

Several studies were conducted researching the concept of instructional programs from several different approaches. Studies were conducted focusing on education and mentioning the role of the media in serving it, while other studies focused on the other side of the coin, that is the medium, its effects, advantages and drawbacks.

In general, educational research, which has started since the 30s, started to observe some instructional media such as the radio. Two decades later, radio and motion picture became giant communication schemes. They not only played a role in entertaining people, but also they started to inform and educate the public (Earle, 2000).

A conference held in 1952 at the University of Havana emphasized the need for educational programs. This conference succeeded to gather station owners, advertisers, and educators. They all agreed -and were willing- to try producing televised instructional programs together. However, it was mentioned that this could not happen without the government's support as well as the educational institutions' collaboration (Cassirer, 1954).

Nowadays, in Egypt, according to the Egyptian Radio and Television Union official website, the instructional channels present the primary stage syllabus. They adopt simplified ways to present their material using visual aids, graphics, animation, documentaries, external shooting, and shooting in labs, factories and classes.

The instructional channels present lessons as well as review lessons for the following subjects:

- Arabic language.
- Foreign languages: English and French.
- Social sciences.
- Math.
- Science.
- "Think, Calculate and Play" for early ages.

Hanaa Kamal Abu al- Yazid conducted a study on the Egyptian preparatory students asking them about their viewership to the Nile specialized instructional channel and the efficiency of its programs. Abu al- Yazid did not just ask the preparatory students, but she asked the teachers as well. She concluded that the main reasons preparatory students watch the instructional programs on Nile Specialized Instructional Channel are mainly that the programs present questions expected to appear on official exams (59%), and because the programs are interesting and contain a variety of styles (36%). Moreover, the presentation of the instructive material is interesting (34%). Finally, the instructional programs would enable them to do without private lessons (26%) and the television presenter presents the subject in a good way (24%) (Abu al- Yazid, 2003).

Furthermore, according to Abu al- Yazid, the students also counted the benefits they gain from watching the Nile instructional channels programs, some of which included

increasing their level of understanding of subjects (58%), focusing on important points (40%), and becoming familiar with the questions' format by seeing samples of questions and answers (35%). Last but not least, some students mentioned that the instructional television programs enrich discussions among students (6%) (Abu al- Yazid, 2003).

From the side of the teachers, according to Abu al- Yazid, some of those who watch the Nile instructional channel especially at school watch it because the programs and the channel are available for them at their schools. They can also make use of the questions as well as the presentation techniques proposed in the programs. In addition, the programs supplement textbooks (Abu al- Yazid, 2003).

Moving to secondary students, Rasha Samir Fawzi Ali conducted a study on the perception of the secondary stage instructional channel in 2007 from an educational perspective. She also asked secondary students about the reason why they watch Nile instructional channel. In her study, Ali focused on the subject of psychology and came up with standards for teaching psychology. In this study, the researcher stated that the reasons why secondary students watch the instructional programs are mainly that the program presents questions expected to appear on official exams and their model answers. Moreover, secondary school students say that they can record the programs and watch them repeatedly, as they simplify the material (Ali, 2007).

For university students, they also have their own Nile Specialized Instructional Channel. This target is also examined to measure their viewership and opinion towards Nile Specialized Instructional Channel for university students. The researcher Rabab Said Abdel Aziz collected quantitative data from the three main universities in Egypt, which are Cairo, Ain Shams, and Helwan universities. Abdel Aziz took a sample from different types of faculties from each university and distributed the questionnaire among 40 practical and theoretical faculties equally (Abdel Aziz, 2005).

The researcher concluded that the main reasons why university students like watching Nile Specialized Instructional Channel, especially in practical subjects, that the instructional programs simplify the material (35%), and the use of audio and visual material is attractive (32%). In addition, 28% of the sample like the television programs because they help them understand the syllabus and say that they are more beneficial than their university books. More importantly, 62% of the students and 73% of the instructors think that the practical instructional programs can replace private lessons (Abdel Aziz, 2005).

On the other hand, there are several problems associated with the instructional television programs. For example, students prefer watching the instructional television programs because they seek the exam questions and model answers. This contradicts a famous saying by Einstein that "One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result and the knowledge of the value of the result to the community." (Think Exist Quotations).

Moreover, a document concerning professional teaching standards focused on the concept of "children's play" as a key to influence students, especially in the early ages. This notion is to be the basis for any professional decision in the education industry that is concerned with children's learning and engagement in the process (Initial Licensure Programs, 2001).

It seems ironical that, at a time when educators in India and all over the world are becoming increasingly aware of the shortcomings of the school as an institution, yet there is an irrelevance to the social needs of developing countries. Educators and broadcasters are not working well in planning the use of this particular piece of technology. Yet, they still think primarily and predominantly in terms of "covering" the syllabus for this or that

subject as required by this or that board of examiners with a formidable array of paper and pencil examinations (Kale, 1973).

In general, there is a misconception about the relationship between learning and teaching. Traditional education usually considers teaching as its core, while the real core should be learning instead. The misconception is that learning is just equal and directly related to education. In reality, a big percentage of the material taught at school is forgotten, and some of the aspects that students may remember may be inappropriate. Moreover, some people associate learning with memorization; for example, when a child memorizes some parts of the lesson, then he learned them. This is a pitfall; memorization may last for a short time only, while learning requires more understanding and comprehension for life (Ackoff and Greenberg, 2008).

The human mind is normally performing and learning within five categories; data- information- knowledge- understanding- wisdom. Each category is bigger than the one before it. In other words, information is worth more than data, and so on. The problem is that traditional education focuses mainly on transmitting information, and then a bit of attention is directed to knowledge, then almost no concern is allocated for understanding and definitely nothing for wisdom formation (Ackoff and Greenberg, 2008).

In Egypt, according to the study of Abu al- Yazid, the weaknesses or drawbacks of the Nile instructional television channel for preparatory students is that mainly no one encourages the students to watch the instructional programs on Nile Specialized Instructional Channels (50%). Moreover, the interactivity is an issue. Some preparatory students stated that it is hard to direct a question to the television instructional program presenter (28%) and the duration of each program is too short (11%) and some of the programs are boring (6%). Finally, and more importantly, some students already depend on

private lessons, so they do not need and do not have time for the instructional programs (6%) (Abu al- Yazid, 2003).

The researcher added that there are other reasons why preparatory students do not benefit from the instructional programs on Nile specialized instructional channel. For example, the airing time of the programs is not appropriate for them (48%) and the program presenter goes at a quick pace that they cannot follow (23%), and besides; the programs lack student- teacher interaction (21%). Other program- related problems are, according to preparatory students, the short duration of the programs (17%), the lack of visual aids (15%), and notably a lack of chemistry between the students and the program presenter (4%) (Abu al- Yazid, 2003).

According to Abu al- Yazid, other reasons that hinder them from following the programs regularly are the inappropriate airing time of the programs (60.5%) and the lack of motivation to follow (25%). Some of the students mention that they are already excellent students, and thus, do not need further instructional programs (11%); others do not follow the instructional television programs regularly because they dislike the program presenter's style (3%) (Abu al- Yazid, 2003).

As for the preparatory stage teachers, the reasons they do not watch the instructional television programs on Nile Specialized Instructional Channels because mainly they do not have time to follow the programs and the programs are not presented at a suitable time for the teachers. Moreover, in their opinion, the programs are directed to students and not to teachers, so they think the programs are boring and repetitious (Abu al- Yazid, 2003).

Moreover, a recent study that focused on analyzing the content of the science programs, also for preparatory stage, found out that there are many weaknesses in these instructional television programs. The researcher Siham Helmy Mohamed Sayed Ahmed

conducted this study, and she was more concerned with the educational core content and syllabus of science for the 2nd and 3rd grades of the preparatory stage. These weaknesses are especially in the quality of the preparation of the programs in aspects such as the warming up of the episode, the teaching methods used, and the program presenter-student interaction. Moreover, some of the methods applied are not used efficiently (Ahmed, 2009).

Moving to the secondary students, based on the study conducted by Rasha Samir Fawzi Ali, the majority of the sample does not watch the instructional programs on the Nile instructional specialized channel. The main reasons why they do not watch the instructional programs is that firstly, they depend on private lessons; secondly, the airing time of the programs is not suitable for them and the programs' duration is too short. Finally, the programs on television lack explanation and interaction (Ali, 2007).

This study did not focus just on the students; the researcher also analyzed several episodes of the psychology programs on Nile Specialized Instructional Channel for secondary students. In contrast with the standards of the approved psychology programs that the researcher came up with, it is concluded that the psychology programs barely apply these standards; only 48% of the programs fulfill the objectives of the science of psychology. Moreover, only 45% of the programs meet the students' needs (Ali, 2007).

Based on several previous studies, there are many suggestions that would make the instructional programs more beneficial if considered.

For example, one of the phenomena that instructional programs can fight is dependence on private lessons for all school stages. Luckily, this point was mentioned in the findings of many studies about educational/ instructional television programs that were mentioned earlier.

The study that was conducted by Hanaa Abu al- Yazid answered some of the questions concerning the private lessons. She explained some of the main reasons why preparatory students benefit from private lessons; one of which is that the teacher's explanation during private lessons is better than that at school (76%). Accordingly, students concentrate better and teaching takes place in a quiet environment (24%). Some of the students are keen to take private lessons because they want to become excellent students (18%); also they can see that there is a possibility of repetition whenever they ask (12%). Some of the preparatory school students mentioned that the duration of the private class is appropriate for them (9%). Moreover, during the private lesson they are able to direct questions to the teacher (8%). Finally, the students get a hard copy of the class notes for subject explanation (5%) (Abu al- Yazid, 2003).

When these reasons are taken into consideration, one can see what is missing in the instructional television programs; the concept of interaction, asking for clarification when needed, and the possibility of asking.

This point is also confirmed in another study as secondary students recommend that the educational television programs work to create a means of conversation and cooperation between the presenter and the students, in addition to linking the instructional television program and the school teaching plan (Ali, 2007).

However, the points of strength that are already present in the instructional programs include the ability to select excellent teachers, the students can freely watch the programs anywhere, at their homes or at school, so this atmosphere can be quiet and help towards improved concentration. The students who want to excel would be keen on following the programs on television and taking notes from them free of charge.

The rest of the studies came up with other recommendations made by the students, teachers and experts are based on the content analysis of the programs

themselves in the light of the educational standards. For example, the study conducted by Rasha Samir Fawzi Ali recommends improved presentation of the programs, usage of dialogue and drama to minimize the traditional style of one- way communication and to create some interaction between the presenter and the students (Ali, 2007).

The study also recommends increasing the number of the programs' airing hours. As well as widely announcing the programs' timing and schedule. The usage and application of visual aids is also recommended. As for the presenters, they need to be trained and directed to follow the latest technological and academic trends (Ali, 2007).

Some educational standards were proposed by Siham Helmy Mohamed Sayed Ahmed in her study. Among these standards for those who prepare the content of the instructional television programs is to enrich the program material with examples and applications without limiting it to the curriculum and to make use of the interactive nature of the television to create a link between the presenter and the audience. In addition to the standards related to employing the educational means effectively and finally, is to listen to the students' recommendations, needs and suggestions.

In general, it is concluded that the best educational design is the one that keeps the student in the core of the design (Ackoff and Greenberg, 2008).

That is why the characteristics of the student are a core variable that should be considered in designing any instructional program. "For example, motivation research influences the selection and implementation of instructional strategies based upon identified learner characteristics. Learner characteristics interact with instructional strategies, the learning situation, and the nature of the content" (Earle, Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs, 2000).

Thus, the instructional programs' airing times that suit students, who are the main target of these programs, need to be taken into consideration. In real fact, it was mentioned in several studies cited earlier, that the programs' airing times are not proper for their audience.

In the study of Abu al- Yazid, it was stated that 74% of the students sample prefer watching the instructional programs from 7-10 pm. They equally prefer watching the instructional programs on television before or after their class. As for the teachers sample, 48% of them prefer that students watch the instructional television program after the lesson is explained in class. Additionally, 17% think the programs are better presented on the same day the subject is explained at school (Abu al- Yazid, 2003).

This is confirmed by another study as 65% of university students prefer the evening period to watch the instructional programs; likewise, 91% of university instructors prefer viewing in the evening better (Abdel Aziz, 2005).

Based on the study that was applied on computers as an instructional medium for primary stage students, there were some weaknesses in using computers as an instructional medium. Among which are students viewing the use of computer as a skill in itself that is divorced from their previous computer experiences, and primary stage students not realizing the value of a computer as a time- saving agent (El Nakib, 2001).

These points are very valuable to consider when preparing the instructional programs; the age, experience and developmental levels of the students should be of chief concern.

Media development should always be kept in focus as a major tool to serve the society especially in areas that need to be served.

Also, during times of crisis, such as the spread of the Swine flu pandemic, the media can play a crucial role for students in enabling them to continue learning during the time of the crisis.

The World Health Organization (WHO) Chief Margaret Chan affirmed that, for the first time in more than 40 years, the world is facing an influenza pandemic. On the other hand, "many leading influenza scientists and public health experts say that the scientific criteria for phase 6 -the highest level in WHO's pandemic alert system- had been satisfied for several weeks." (Cohen, 2009).

Egypt, as many other countries all over the world, is vulnerable to the swine flu as well. In addition also, according to Health Ministry Spokesman Abd-el Rahman Shaheen, Egypt encounters a particular danger because it is being hit by three different strains of flu simultaneously. He added that, in addition to swine flu, known formally as H1N1, the country has seen 87 cases and three deaths from H5N1 bird flu, and is also bracing for seasonal flu, which usually breaks out in the autumn (Williams, 2009).

Education in Egypt was affected by the swine flu. It was announced by mid October that a school in Cairo is to be closed for two weeks because three swine flu cases were detected. A month earlier, the reopening of schools was delayed (Williams, 2009).

The World Health Organization (WHO) said that the action of school closures seems to be the most effective way of preventing the spread of the virus especially if it is implemented early in the outbreak. Moreover, the "UN health agency said the measure could cut health care demand by up to 50% at the peak of the pandemic." (BBC, 2009).

The reason why school closure was decided upon was that the "overcrowded public school rooms may play a big role in the development of a major outbreak", said Abdel Rahman Shaheen, Health Ministry Spokesperson in an interview in Cairo. In an

effort to save education during the swine flu, the Ministry of Education began offering lessons on television (Williams, 2009).

This means that a new style of education and culture of teaching are necessary. When any redesign process happens in education and in schools programs in general, there should be information about the change and about the previous attempts. To work on designing instructional programs and improving education, many aspects and expertise of other entities should be considered. Still, based on Ackoff and Greenberg in their book *Turning Learning Right Side Up*, the first step is always having a clear objective. Unless there is an understanding of the educational aims, the decisions and suggestions will not be effective (Ackoff and Greenberg, 2008).

In Egypt, the media is associated with entertainment. A case study on Nile Specialized Instructional Channels, conducted by May Monier Azzam around the development and impact of broadcasting satellite in the Middle East, showed that preference for the instructional and cultural channels comes at the bottom of the list of channels. This shows that entertainment channels are preferred the most, while all Nile specialized channels do not receive preference amongst the sample (Azzam, 2005).

That is to say, broadcasting can be used for development and education, yet, the public preference goes more towards entertainment. Therefore, to be effective and to be viewed regularly, educational programs should mix entertainment and play with learning. For example, Aristotle points out to a clue in this aspect of play. He says that curiosity has a big role in education. He said, "Human beings are curious by nature." Curiosity is defined here as the force that encourages people to perform especially while playing (Ackoff and Greenberg, 2008).

Overall, instructional television should be an efficient means for rapidly disseminating the best educational content and teaching strategies to a large population.

Nevertheless, a closer inspection, important issues must be considered. For example, “there are high costs of educational equipment and curriculum development for both instructional television and the skilled staff required.” (El Nakib, 2001).

Cost is a major variable that is highly related to the planning, production and acquisition of the instructional television programs. Normally, the costs of any television programs include the costs of airing one’s own production, or the costs related to the purchased content material, in addition to keeping the production facility running.

The second major issue concerning the instructional programs industry is related to human resources. Hiring qualified personnel working in the instructional programs is a challenge. In general, the UNESCO Recommendation since 1976, concerning the International Standardization of Statistics on Radio and Television states that the staff who work in the television programming field should include program staff, such as the planners, creative-writers and program-producers, in addition to journalistic staff who are usually responsible for the preparation of media content and news bulletins, etc. Besides, it is necessary to have the technical staff and technical transmission staff concerned with the operation and repairs of the technical equipment necessary for program production and for focus on the maneuver and maintenance of transmitters and links between production centers and transmitters. Finally, the administrative staff, a backbone in any organization, is a must.

In Egypt, the situation is even more challenging. Izat El Nusairy, a professor, the Arts Academy (Al Ahram 1979) stated that radio and television have a great influence over the audience; they affect their thoughts and feelings. Thus, the presenters and communicators working in the media should be selectively chosen according to very high standards (cited in Mohy El din, 1983). Some of the presenters in Egypt cannot even

pronounce foreign names. Accordingly, it was highly recommended that one should forget about compliments or nepotism in the selection of the announcers. That is why critics recommend introducing in Egypt communicators that are more efficient. Moreover, there should be post- selection evaluation done objectively to ensure the recruitment of the right person reaching the audience.

According to a qualitative study by Mervat Abou Oaf that focused on the Egyptian Media Production City prospects and future concerns, the EMPC is in a challenging position; yet a beam of hope is there. The researcher found a potential for production development, and an initiative to meet world standards in the media. The Egyptian Radio and Television Union (ERTU) is in control over the EMPC; in other words, broadcasting in Egypt is controlled and operated by the government. On the bright side, the ERTU has been attempting to be on a fast- expansion track internally. However, if there were a need to produce more, the limited capacity for production and marketing process would hinder that. Not only will the limited capacity for production interfere, but also issues related to freedom might hinder increasing production. That is to say, there is partial freedom, conditional freedom, or strict censorship leaving tiny room for change or creativity as “in creative arts, the more rules, the less creativity” (Abou Oaf, 2005).

In addition, there are the challenges of the bureaucracy, the routine and the personnel who cannot overcome their governmental background or others who resist change and adhere to the system just to stay on the safe side. Another challenge is the waste of labor because of over employment; thus, there must be a policy of punishment and reward. Another problem is the salaries; they are so poor compared to the other inflated and overrated salaries in the private sector, especially for senior managers. The problem of personnel is not also in their number, but mostly in their capabilities. People

who are available, yet are not professionals in the mission or even talented enough, are the ones hired (Abou Oaf 2005).

Radio and television announcers, as stated by Mohy Eldin in her study about Egyptian programs presenters, also face several problems in the Egyptian radio and television. Some of their problems are lack of feedback on their performance in different programs, bureaucracy, and lack of equipment. Besides, while technicians are not always motivated to work well, there is also an absence of organization and discipline in the studios, not to mention censorship (Mohy Eldin, 1983).

Moreover, a study conducted by Hanaa Abu al- Yazid in 2003, about the instructional television programs, sheds lights on the need to collaborate with foreign expertise in planning the syllabus, in using educational technology, in following upon the latest development and case studies conducted by the developed countries in this field, and in trying to apply what is suitable to Egypt's situation. There is also a need to have proper equipment and modern machines for up- to- date production. Besides, human resources should be well- trained and professional enough to deal with the production process of the instructional programs. Organized, systematic monitoring and evaluation for what is aired on these channels is also needed. There should be mutual arrangements between the media and the Ministry of Education as well as all other entities involved, with an ultimate objective of serving the citizen (Aboul Yazid, 2003).

Before getting to the primary research, there should be a clear definition of the term "instructional television programs". "Instructional Technology" is defined as "a discipline devoted to techniques or ways to make learning more efficient" (Seels and Richey, 1994, cited in Earle, Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs, 2000).

The instructional and educational programs come under the category of informative programs that are intended primarily to inform about facts, events, theories or forecasts or to provide explanatory background information. Examples of informative programs are the news bulletins and news commentaries (including sports news), which are programs dealing with political, economic, scientific, cultural and social matters, and special events, etc. There are also the educational, cultural and religious programs. The educational programs are intended primarily to educate and the pedagogical element is fundamental in such programs. There are different types of educational programs; firstly, there are the educational programs related to a specific curriculum (e.g. schools, university, etc.) called instructional programs. Secondly, there are educational programs concerned with rural development purposes. Finally, there are the cultural programs which are intended primarily to stimulate artistic and/or intellectual curiosity, such as programs that can be regarded as cultural performances or activities in themselves; or programs that are intended primarily to enrich the audience's knowledge in a non-didactic way regarding various spheres and phenomena of culture (UNESCO Recommendation concerning the International Standardization of Statistics on Radio and Television, 1976).

Thus, there is a difference between the educational television programs that inform the audience in general, and the development programs that cover the school or university syllabus, which are called instructional television programs. According to another definition, educational television means enrichment while instructional television means classroom lessons (Kale, 1973).

According to Lawrence J. Lawler, some television specialists note that serious drama, music, documentaries or news programs come under the umbrella of educational programs. In the United Kingdom, the British Broadcasting Corporation and the Independent Television Authority agreed upon the definition that states that the programs

produced in sequence and "help viewers towards a progressive mastery or understanding of some skill or body of knowledge could be classed as educational". Thus, the distinction is now clear between educational programs and instructional television (I Television). In the instructional programs, the content is intended to be the core of a course of instruction (Lawler, 1965).

Properly defining concrete standards for the efficient television programs directed to children in general is a challenge though, since quality children's television is a construct that carries multiple meanings depending on who invokes it. In other words, each stakeholder can define it differently based on his position. For example, television executives may define quality programming focusing on technicalities like a program that is being well produced and well received. On the other hand, children may define quality programming as engaging or instrumental, unlike their parents who see it as merely educational (Alexander et al, 71, 1998).

This study is thus concerned with Instructional Television rather than educational television.

C h a p t e r 3

THEORETICAL FRAMEWORK

RICH ENVIRONMENTS FOR ACTIVE LEARNING

This study is concerned with a number of interrelated variables. The main aspects involved are, as stated earlier, media, education and students as the ultimate users of the instructional television programs. Therefore, the researcher used a model that embraces the whole environment that surrounds a learner and can hence maintain an influence. This environment includes the school, the media and the home.

The Rich Environments for Active Learning (REALs) is a model based on Constructivist philosophies and theories (Lebow, 1993, cited in Grabinger et al, 2000).

The Constructivist Theory and its Main Assumptions

The Constructivist theory of Bruner is a broad frame for instruction based upon the study of cognition. The main theme in Bruner's constructive theory is that "learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge". Thus, the learner is responsible for selecting and transforming information, then constructing hypotheses, and making decisions (Bruner, 1996).

The Cognitive structure also known as schema provides a meaning and a kind of organization to the learners' experiences and lets them go beyond the information given. The role of the instructor accordingly is to encourage students to discover any concept by themselves. The instructor and student thus should engage in an active dialog like the Socratic learning school. Moreover, the duty of the instructor then is to convert the

subject matter into a format suitable to the learner's current state of understanding (Bruner, 1996).

As for the curriculum, it should be organized in a spiral manner by which the students continually build upon what they have already learned (Bruner, 1996). In his more recent work, Bruner has expanded his theoretical framework to include the social and cultural aspects of learning as well as the practice of law (Bruner, 1996).

Based on Bruner, there are some principles for the Constructivist theory. Those include the readiness of the learner, the spiral or coherent organization of the material and going beyond the material in the textbooks. Therefore, instruction must suit the experiences and contexts that make the student willing and able to learn (readiness). Moreover, instruction must be organized in an easy way so that the students can grasp it (spiral organization) and finally, the instruction should be designed to facilitate the whole learning experience and/or fill in the gaps (going beyond the information given) (Bruner, 1996).

According to another approach to the Constructivist theory by Prof. George E. Hein, from Lesley College, Massachusetts, USA, "constructing meaning is learning". Hein states a number of notions about the Constructivist theory to be considered in the learning process. Hence, in the learning process, educators have to focus on the learner first. Accordingly, teachers have to engage their students by providing them with activities, with hands-on learning, and with opportunities to experiment and manipulate the objects of the world (Hein, 1991)

Should educators adopt the constructivist position, they are required "to follow a pedagogy which argues that we must provide learners with the opportunity to: a) interact with sensory data, and b) construct their own world" (Hein, 1991).

The learning process according to the constructivist theory is an active process by which the learner makes use of his senses and constructs meanings. It is not just the passive acceptance of spelled knowledge that exists "out there" but learning which involves the learners' engagement, "people learn to learn as they learn." For example, if the students are studying the chronology of dates in a history class, then at the same time, they would be learning what a chronology is (Hein, 1991).

The learning process is a social activity. In other words, the learning process involves social interaction and connection between the learners and the others. For example, learning involves dealing with teachers, peers, family and other people whom the students may just meet casually. Thus, this notion has to be always in the teachers' minds as they deal with the students. However, traditional learning, according to Dewey, isolates students from social interaction. It also considers education as a one-on-one relationship among the students and the subject matter. Dewey's formulation, on the other hand, considers the education process as a progressive social one. It regards the social feature of knowledge and uses discussion and communication (Hein, 1991).

Another consideration is that educators have to be patient. The learning process takes time, and the outcome is not immediate. Learning is a cumulative process that needs to be replicated and the student is to get exposed to the information several times in different ways so that the information is consolidated (Hein, 1991).

REALs and its Emergence

Based on the constructivist theory comes the REALs model. This model presents a learning perspective and techniques that engage students engaged in an ongoing process of building understanding rather than the mere transmission of knowledge to students (Forman and Pufall, 1988; Fosnot, 1989; Goodman, 1984). The REALs advocate a “holistic approach to education.” The model thus assumes that the knowledge attainment process is implanted in the social and emotional context in which learning occurs (Lebow, 1993, cited in Grabinger et al, 2000). As mentioned earlier, according to the constructivist theory, learning cannot be isolated from the whole society.

The main reason that caused the REALs to evolve is the challenging educational environment. One sign is that the educational process is under a lot of pressure due to the economic and complex social atmosphere and the harsh needs of today's businesses. For example, according to Lynton (1989), education in the United States is far from fully contributing to the economic well-being of the society (Kommers et al, 1996). Also, educators believe that students are to be taught to think independently and to solve problems, yet this does not happen (Bransford cited in Grabinger et al, 2000). This is also the case in Egypt, according to several studies that were mentioned earlier in the review of literature.

The point here is both to apply strategies such as students' involvement, interaction and real life examples, and repetition of information in different styles, as well as to educate students about the subject matter in ways that simultaneously help them to develop critical thinking, problem solving, and life-long learning skills (Bransford et al., 1990; Savery & Duffy, 1994, cited in Grabinger et al, 2000).

As a result, an atmosphere of responsibility and community that employs collaborative learning among students and teachers will be cultivated (Collins, 1995). This

would need a proper realistic assessment of the progress of the students in terms of the content and learning-to-learn through assignments and performances (Grabinger et al, 2000).

For that reason, The Cognition and Technology Group at Vanderbilt (a leader in the development of alternative frameworks of instruction and schooling) points out that educators should be teaching reading and computation within more situated contexts that demonstrate the value of those skills (Kommers et al, 1996).

The many concepts and models that construct REALs such as the information rich learning environments, or knowledge building learning communities, constructivist learning environments, interactive learning environments are not recent; they were there since the time of Socrates (470-390 BC). For example, in the learning process, teachers used to apply the problem- questions formats, or as mentioned earlier, a dyadic relationship between the teacher and the student, rather than a one-way communication. This was a strategy to lead students to explore and consider their environments (Coltrane, 1993, cited in Grabinger et al, 2000).

Definition of REALs

Grabinger and Dunlap, of the Division of Technology and Special Services at the University of Colorado at Denver, defined the rich environments for active learning as comprehensive instructional systems that stem from constructivist philosophies and theories. Accordingly, REALs support the growth of student responsibility, initiative, decision-making, and intentional learning (Grabinger et al, 2000).

What makes the REALs model a framework for this study is that it states that the media are utensils for students and teachers to utilize. Moreover, REAL states that the kind of learning that takes place within the rich environment is based on the actions and procedures that support critical thinking and logic. In other words, the media in the

REALs model is not just a means for delivering information, but a piece in the whole process that engages and integrates different parties. Thus, the rich environment for active learning involves teachers, students, parents, as well as administrators in the process of planning and implementing the instructional tactics and media that support student “responsibility, active knowledge construction, and generative learning activities on a large scale and in a variety of methods and forms.” (Kommers et al, 1996).

Attributes of REALs

REALs and the notion of constructivism are characterized by several attributes that make them fundamental.

According to the REALs, Knowledge is perceived as an accumulated creation and an ongoing process by which students try to understand the real world (Gurney, 1989 cited in Grabinger et al). For that reason, according to Grabinger and Dunlap, the concept of authenticity is important in REALs. Authenticity here means that the problems or examples used in explanation should be somewhat real. This is vital because realistic problems are more relevant to the students and they can relate them to their daily lives. Accordingly, these examples help the students to develop of deeper and richer understanding. Moreover, the Cognitive Flexibility Theory (CFT) tackles the need for authentic learning that helps learners develop what is called “conditionalized and indexicalized” learning (Jacobson & Spiro, 1992; Spiro et al., 1991 cited in Grabinger et al, 2000).

Another fundamental notion is that the learner is supposed to obtain thoughts and understanding that he can apply in real life afterwards. In this way, the learner would be able to appreciate the significance of that knowledge (Kommers et al, 1996).

One more attribute of constructivism is the role of teamwork and its importance in the learning process, in addition to the social debate. This includes, for example, the kind

of interaction, negotiation and collaboration among the learners, their peers, families and teachers (Grabinger et al, 2000).

The rich environments for active learning systems, moreover, shed light on the crucial notion of “intentional learning”, where the learner is to be willingly engaging in the learning process. There is what is called intentional learning in contrast to incidental learning; which depends on the degree of effort, enthusiasm, and active involvement of the learner. To have an intentional learner, the student has to firstly learn to learn. Thus, the process of teaching has to consider the proper means to cultivate these skills and abilities in order for the students to be knowledge seekers, questioning and dynamic (Grabinger et al, 2000).

Getting students engaged in the learning process is a key in effective teaching, according to REALs. This can be achieved using problem- solving mode rather than factual- knowledge mode. In other words, this kind of generative learning entails a change in the student-instructor relationship. The student then is more of a problem solver, and an investigator than just a receiver. Moreover, a teacher becomes more of a guide, and a facilitator for his students than just an information presenter (Kommers et al, 1996).

Amongst the concepts that the rich environments for active learning systems consider is that of the anchored instruction technique. Anchored instruction is a technique of teaching that is designed based on some principles, such as using videos in presenting the subject matter. That is important, as the drama and the medium are so powerful in touching learners. Also, using various modalities and down-to-earth images is effective in presenting the material to the students. Another technique that can be well used in anchored instruction is presenting a problem by enacting it, such as using actors and narratives to make the issues more appealing and lively. Finally, the REALs model asserts

that it is quite important to link the dots within the curriculum to boost the application of the issues (CTGV, 1991 cited in Grabinger et al, 2000).

Applications of the REALs

One case study concerning computer-based media and their usage in higher education was also based on Constructivism. Stephen J. Bostock in the United Kingdom, Keele University, Department of Computer Science conducted the study in 1998. The study aimed at applying the attributes of the REALs in higher education to learn about the role of computer-based media in spreading education among the masses. The application was on a semester course about the Internet for 300 students. The researcher experimented with a course design, using the World Wide Web, email, video, and other media. The case study described the course design based on constructivist principles, its implementation and evaluation. This study also assumed that Constructivism entails an environment where the one in control is the learner and where various social interactions take place throughout the learning process (Bostock, 1998).

Another case study was conducted later applying active learning and teachers' experiences in an online course. This case study was published in the Journal of Technology and Teacher Education in 2005 by Selma Vonderwell and Sandra Turner. The theoretical framework was also based on the "Rich Environments for Active Learning" proposed by Grabinger and Dunlap (2000). The attributes of REAL that are highlighted in this study are "student responsibility and initiative, generative learning activities, authentic learning contexts, authentic assessment strategies, and cooperative support". Eventually, the study concludes that online learning environments require reform of student- instructor roles, bonds, and performances. Moreover, the study assumes that collaboration and active engagements are to be highly emphasized in order

to prepare students in both face-to-face and online environments (Vonderwell et al, 2005).

The case study concluded that the online learning/teaching environments need renovation. The roles of the student and the teacher, their relationships, communication and practices need to be restructured. Thus, the online environment influenced the students' learning. Moreover, the study claims that when educators consider the learners' expectations and motivation during online learning, this can help support active learning. Moreover, the teachers' direction and coaching in addition to peer support are vital for the improvement of the situation that can enable active learning (Vonderwell et al, 2005).

In application, generating an active online learning environment requires students and faculty to take active roles. The faculty members can utilize approaches and practices that engage students in "producing learning" (Barr & Tagg, 1995) for active learning. In other words, applying a useful convergence of active learning techniques and methods can help teachers and learners to achieve successful teaching and learning (Vonderwell et al, 2005).

Recommendations of the REALs

Eventually, Grabinger and Dunlap propose a number of recommendations for a rich and active learning process. Firstly, for students to apply what they learn later on, they are supposed to learn in a realistic manner by using real life examples that they experience themselves, in addition to using authentic application and new fresh examples. Secondly, teachers have to keep in mind that the learning process is a collaborative one; thus, it needs the involvement of different parties including students, their peers, families and teachers. Thirdly, students are to be always in the center of the learning process; they have to be taught how to learn and actively dig for knowledge (Grabinger et al, 2000).

Based on the fundamental notions and creative solid techniques for learning brought up by the rich environment for active learning systems, this case study that is concerned with the instructional television programs is to use REALs as a framework.

Since this study is working under the REALs framework, then the methodologies are qualitative in order to focus on the nature of the cooperation between a number of parties, i.e. teachers, students, their parents in addition to the media instructional programs.

Chapter 4

METHODOLOGY

STATEMENT OF THE PROBLEM

This study is to observe instructional television programs in Egypt and how far they are efficiently applied to serve education. In addition, it aims at describing the learning environment and the role of the main members of this environment in Egypt.

Thus, this study will focus on three pillars:

1. The Ministry of Education in Egypt: its role, and how far it prepares much the instructional television and coordinates with the Ministry of Information. 2. The Ministry of Information: its role, the role of the Egyptian Radio and Television Union, as well as planning,

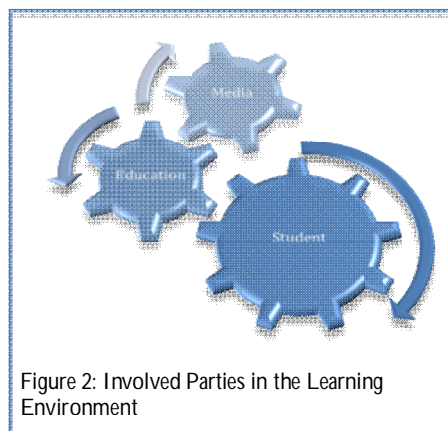


Figure 2: Involved Parties in the Learning Environment

production, postproduction and marketing the instructional television programs. 3. The students and their parents: how much they know about and benefit from the instructional television programs, their needs, concerns and their learning intention and motivation for learning.

The case study in hands strives to describe the situation of the learning environment in Egypt, and how far the pillars complement and serve each other. In other words, how can the learning environment be described in terms of effectiveness according to the Rich Environment for Active Learning model?

RESEARCH QUESTIONS

1. Who is responsible for the programs and the entire production process?
2. How do the instructional television programs' teachers get selected?
3. What are the main funding sources of the instructional television programs?
4. How far are the primary stage students aware of and benefit from the instructional television programs?
5. What are the variables in the instructional television programs that may attract the students to become active learners?
6. What are the main forms of presentation in the instructional television programs? How far are the audio- visual means of presentation applied?
7. How far are primary stage students eager to watch the instructional television programs based on the REAL model?
8. How far do the instructional television programs provide an engaging experience for the primary school students?
9. What can the instructional television programs do to counter the problem of private lessons?
10. What are the main effects of the governmental television bureaucracy and routine on the development and prosperity of education in Egypt?
11. How much cooperation is there between the Ministry of Education and television and consistency between the parties involved in the learning environment?

INDEPENDENT & DEPENDENT VARIABLES

Table 3: Independent and dependent Variables of the Study

	Variable	Description	Method of Data Collection
RQ1	Responsibility of programs production	Who are the main parties involved in the production of instructional programs?	In-depth interviews with the media experts and channels' managers.
RQ2	Standards for teachers' selection	What are the main standards for selecting teachers to present the programs?	In-depth interviews with the media experts and channels' managers.
RQ3	Funding sources of the programs	What are the main sources of funding for the channels? What is the role of advertisements and sponsorships exercised in the channels?	In-depth interviews with the media experts, MOE spokesperson and channels' managers.
RQ4	Students' benefit from the programs	How much do the students make use of the instructional programs in their studies?	In-depth interviews with the channels' managers, primary stage students and their parents.
RQ5	Variables of attraction in the programs	What are the main variables that grab the students' attention, and how are they used in the instructional media?	In-depth interviews with the media experts and channels' manager. Critical Discourse Analysis
RQ6	Main forms of presentation	What are the main forms of subject presentation, and how are they used in the instructional media?	In-depth interviews with the media experts and channels' managers. This is analyzed in the CDA
	Usage of audio-visual material	What are the main forms of audio-visual material like music & animation, colors and jingles, and how are they used in the instructional media?	In-depth interviews with the media experts and channels' managers. Critical Discourse Analysis
RQ7	Students' eagerness to watch	How much do the students intend to watch the instructional channels on	In-depth interviews with the channels'

		television?	managers, primary stage students and their parents.
RQ8	Usage of engaging examples	How far do instructional programs use examples that involve the students' experience, using "you or your" rather than just stating the example in the textbook?	In-depth interviews with the media experts and channels' managers. This is analyzed in the Critical Discourse Analysis
RQ9	Facing private lessons	How far do the students depend on private lessons? What are the chances to watch the instructional programs and take private lessons? Can the instructional programs fight the phenomenon of private lessons?	In-depth interviews with the channels' managers, instructional experts, teachers and primary stage students and their parents.
RQ10	Dominance of bureaucracy & routine	Is there a kind of bureaucracy & routine facing the parties producing the programs? What are their forms?	In-depth interviews with the channels' managers and media experts.
	Program development	How do they affect the production and improvement of the programs, using new ideas, and applying creative tools?	In-depth interviews with the channels' managers and media experts.
RQ11	Cooperation between the Ministry of Education & television	What are the main roles of each party involved in the programs' production, and how far does the Ministry of Education cooperate with the entity responsible for the production of the instructional programs?	In-depth interviews with the channels' managers, teachers and media experts.

METHODS OF DATA GATHERING

In this study, the researcher attempts to apply a descriptive approach to gather in-depth data about the instructional television programs for the primary stage students in Egypt from different sources.

The Descriptive Approach

This descriptive research aims at gathering information about the instructional television in Egypt. The researcher will collect opinions and feedback from interested parties (students- teachers- administrators- media experts- etc.) in addition to analyzing variables within the programs themselves. Conclusions drawn are based on a more complete set of information about the instructional television from different sources who affect or are affected by it.

The Case Study

The case study method involves considerable interaction between the researcher and the participants. In this study, the method comprises direct observation, interviews, focus groups and discourse analysis for the programs of the primary stage students, focusing on the presentation and the main variables of the Rich Environments for Active Learning models.

Previous research concentrated on evaluating the curriculum of the instructional programs but not the method of presenting the content. Therefore, after giving adequate background on the goals, development, organizational structure, coordination between media and education, the research will also concentrate on the methods of presentation of programs.

The data gathering process is divided into two categories. The first method includes in- depth interviews and focus groups; while the second method is a Critical Discourse Analysis (CDA). As for the in-depth interviews and focus groups, they were conducted with the channels' representatives. From the instructional channels, the researcher interviewed Latifa El Shafie, Head of the Instructional Channels, and Tahani Halawa, the founder of Nile Instructional Specialized Channels. The researcher is also aiming to interview Mokhles Khalil, vice head of the instructional programs to have another perspective about the channels' development.

Secondly, from the educational sector, the researcher interviewed Adel AbdelGhaffar, Media Spokesperson of the Ministry of Education and Maha Bali, Senior Instructional Technologist at the American University in Cairo. She does not have enough background information about the instructional programs of the specialized channels; all her experience was as a student. Yet, she has a great input about the instructional techniques, private lessons phenomenon and education development. Another interview was conducted with Amr Koura, Chairman of Al Karma Edutainment, who is responsible for the success of Sesame Street in Egypt. Moreover, the researcher thoroughly interviewed six primary school teachers and supervisors to know how much they know about the instructional programs, private lessons and facilities they have in class.

Thirdly, there were interviews with media experts. Mohamed Saraya was interviewed as a film director; he worked for a short time on instructional programs.

Eventually, the ultimate users of the channels were interviewed. The researcher conducted three aided focus groups with the primary stage students, by which the respondents watch a sample of the instructional programs and Sesame Street, and other three non-aided focus groups. These focus groups were conducted with the six levels of the primary stage. The students were interviewed in their school to make sure they feel

comfortable in their normal setting. Since the study is concerned more with the underprivileged families, the researcher selected a convenient governmental school for the C-D socio- economic classes.

Critical Discourse Analysis:

The critical discourse analysis (CDA) is a tool to help the researcher understand the messages instructional television programs are sending to themselves and others and to understand the meanings of the words spoken and written by others. In other words, CDA is necessary for describing, interpreting, analyzing, and critiquing the programs on the instructional television channels for primary school students (Luke, 1997).

In this study, the researcher is observing some variables that would have certain implications. One of the variables is the setting used in the instructional programs for the primary stage; are the programs presented in a normal studio setting or is it like a home setting or perhaps an outdoor setting. This, for example, will indicate the type of atmosphere the students would feel. Moreover, the way the presenter starts the program, what type of introduction is used, is it welcoming or giving a briefing about the previous subject, or just starting directly with the subject. One of the main concerns of the researcher is the presentation of the lesson; the way the subject is presented and explained. Do the programs use a teacher presenting the subject just like in school, or does it include group discussion and students interacting. Besides, there also might be graphics and animation to explain the subject, or a piece of drama or even a cartoon or a fancy puppet. Other variables that would also have an impact on the audiences are the use of background music and the outfit of the presenter in terms of the degree of formality or casualness. Another crucial part in the study is concerned with interactivity. This part is very crucial according to the previous studies, the rich environments for active learning model in addition to recommendations from instructional experts. All this drew the researcher's

attention to some means that can be applied in the instructional programs to be as interactive with the students as possible. For example, the researcher will observe whether the programs' presenters ask questions to the audience, and give them some time to think then give the right answer, or do they just mention the entire subject one way. In addition, the researcher will observe whether they assign the students in their homes to work on an assignment or a task or not, then perhaps give feedback on that assignment in the following program. Finally, do the programs show any means of feedback from the students, such as an e-mail address or a telephone number for the students to send their questions, ideas or suggestions.

Categories of analysis:

- Year:
 - 1st Primary
 - 2nd Primary
 - 3rd Primary
 - 4th Primary
 - 5th Primary
 - 6th Primary
- Subject:
 - Arabic
 - English
 - Science
 - Math
 - Social Studies
 - French

- Program Language:
 - Arabic
 - English
 - Not Applicable (*if the subject is Arabic, English or French, then the language of the program is not applicable*)
- Introduction of the program:
 - Welcome (*the instructor uses some welcoming words at the beginning of the program*)
 - Session topic directly (*no introduction, the subject matter presented directly*)
- Smile:
 - Yes (*the instructor smiles even a simple smile with the mouth closed at least once throughout the program*)
 - No (*the instructor does not smile at all throughout the whole program*)
- Setting:
 - Studio setting
 - Home setting
 - Outdoor setting
 - Classroom setting
 - Drama (*if the program uses footage or drama throughout the program*)
- Presentation Type:
 - Teacher + graphics or pictures
 - Teacher + student(s) discussion + graphics
 - Fantasy character + student(s) discussion + graphics
 - Teacher + graphics or pictures + demonstration or experiment
 - Teacher + student(s)+ drama+ graphics or pictures

- Presenter Outfit:
 - Formal (*if the presenter is a man wearing a tie and a suit, if a woman wearing a jacket, or a blouse with shiny accessories*)
 - Casual (*if the presenter is wearing a T- shirt, polo-shirt or a sweatshirt, also cotton or jeans blouse*)
 - Not Applicable (*if there is a group of students presenting the program alone, if there is a footage or a fantasy character, no teacher*)
- Use of real life, involving examples:
 - Yes (*if the teacher mentions any example from the students real life or uses "you know or your" at least once throughout the program*)
 - No (*if the teacher just explains the subject matter or answers questions without mentioning the students real experience*)
- Use of Background Music:
 - Yes (*there is a kind of music throughout the program at least once other than the introduction, break or ending music of the program*)
 - No (*no music used at all*)
- Interactivity:
 - Asking questions, reply then say the right answer. (*Directing questions and a kind of conversation with the students watching then they say the right answer at least once in the program*)
 - No questions, direct answer (*even if there are questions, the teacher answers directly on his/her own*)
 - Not applicable (*if the teacher is asking students in studio, or students are leading the question- answers*)
- Revision:

- Wrap up previous lesson
- Works on new subject directly (*that is without mentioning anything general about the previous knowledge*)
- Means of Feedback:
 - E-mail address
 - Telephone number
 - None
- Assigning a Task:
 - Yes (*the teacher asks the students to do something as an assignment at least once throughout the program*)
 - No (*no assignments or tasks at all*)
- Feedback on Previous Assignment:
 - Yes (*the teacher gives any comment or model answer about an assignment or a task previously assigned*)
 - No (*no assignment feedback at all*)

Sample:

For the critical discourse analysis, the researcher recorded several programs on different days on the primary stage instructional channels 1 & 2 throughout the months of February and March 2010.

For the programs' discourse analysis, the researcher used a non- probability cluster sample, by which, the researcher analyzed two programs for each for each school year from the first to the sixth. Thus, the researcher analyzed 56 different programs: two different programs for six subjects for six school years. However, 1st and 2nd primary

students do not study science, social studies or French. Also, 3rd primary students do not study social studies or French.

To make sure the results are reliable, another coder analyzed 10% of the analyzed programs to grant inter-coder reliability. Thus, another coder analyzed six programs from the recorded ones.

As for the focus groups' sample, its type is a convenient sample. The target group of students is primary stage students from B- C and D socio-economic classes. The researcher met the students in a governmental school in El Shorouk City.

Chapter 5

MAIN FINDINGS

STUDENTS

Aided Focus Groups with Primary Stage Students

The researcher conducted three more aided focus groups with primary school students, boys and girls, from a C class school, governmental school. The focus groups consisted of six respondents each, and the venue was their school, with the consent of the school principal and the class teacher.

The researcher started the session with ice breaking questions about the students' names and school performance. Moreover, the researcher started by asking about the students' media habits.

The researcher was certain that all the students (despite their socio- economic class) do have access to satellite channels. They all know and have access from their homes to Spacetoon channel, MBC3 and El Hayat and other satellite channels.

Among the respondents of the first and third primary, there is no kind of awareness about the instructional programs, while, among fifth primary students, some of the respondents knew about the programs and some of them had even watched them before. One of the girls who had watched the instructional programs before, said that she watched these channels a couple of times before and she liked them, especially that she found one of the exam's questions presented beforehand in one of the programs.

The researcher had an episode from the new package (2010) of the instructional programs, asked the students to watch and monitored them while watching.

The researcher noticed that the first primary students were the most excited about the programs. They were impressed with the colors and they even started to answer and interact with the teacher. Following on the degree of excitement were third primary as less excited, then fifth primary students were the least excited about the programs. Perhaps this decreased excitement was because they were more interested in movies and soap- operas rather than cartoons as they mentioned earlier in the focus group.

When asked about the programs after watching them, the students from all stages were satisfied. They felt the programs were so beneficial for them and fun as well. They said that they would consider watching these programs more often, especially that they may cover subjects that they take in class.

The students like the use of music and the use of animation. Besides, they also like the concept of the teacher wearing formal clothing (a full suit and a tie). They felt that this outfit is very elegant and looks serious to them. The students even preferred a teacher dressed formally to a casually dressed teacher.

The students also mentioned that the presence of students of their same age is a good idea. They will think like them and will surely ask the questions that they would like to ask.

When the students were asked to imagine the instructional programs as a person, all the students from all stages described it as a man, old, dressed formally, and speaking classical Arabic. This means that the programs are perceived as somehow old fashioned, formal, and not just a friend to them. Yet, it is as old as a parent or like an old friend who is wise and helpful.

Once the students (from all stages) were asked about "Alam Semsem", their eyes had a spark. They unanimously knew "Alam Semsem" and had watched it several times before. They even knew the names of the main characters of the show.

The researcher followed the same routine with Sesame Street (Alam Semsem) as with instructional programs just to get an objective opinion from the students about the educational and instructional programs. Moreover, the researcher wanted to make sure that the students were commenting in a neutral way about the instructional programs; in other words, the researcher wanted to hide the main concern of the study from the students as they tend to make positive comments about the programs just because they think that they are supposed to say something good about them. Thus, Sesame Street would balance the discussion with the students and also worked as an independent variable to compare the instructional programs to.

Starting with the music, it turned up all the students much more than the instructional programs. They all perceive it as so much fun, and they talk about the characters together while watching it.

However, when the students were asked whether any of the content of the episodes was also taught at school, they said no. The students from all the groups do not relate "Alam Semsem" to school or any kind of education. They count it as a cartoon program that belongs to the same category of Tom and Jerry, Boggy and Tamtam and other cartoons.

The students personified "Alam Semsem" as a young, casual person, who does not speak classical Arabic, and they usually speak in a childish voice in normal Egyptian dialect.

It appears that "Alam Semsem" was much more popular among the students than the instructional programs. They are aware of it, regularly watch it even during their school recess, and memorize the names of the main characters, Felfel, Semsem, Khoukha and Nemnem. The students do not relate Alam Semsem to school; perhaps this is a reason why it is popular to them.

Very few respondents knew about the instructional programs and few of them watched it before (especially among the older years).

According to the personification, "Alam Semsem" is younger and more casual than the instructional programs.

When the students were asked to imagine if there is a fight between the person instructional programs and the person "Alam Semsem", they unhesitatingly and unanimously said "Alam Semsem" would win the fight. The reason why varies. Some of them said "Alam Semsem" would win because the instructional programs are just one person, while "Alam Semsem" is a group of members who could cooperate together to win. Another justification from another respondent is that "Alam Semsem" would win because it is so popular and this has a lot of followers.

Only one boy from fifth primary stage, after a second thought, changed his mind and said, "May be the instructional programs will win because the teacher is older than the "Alam Semsem" team."

This shows that the students perceive "Alam Semsem" as more popular and closer to them. Meanwhile, the instructional programs are also fun and they have another privilege over "Alam Semsem" since they present the same information but in a different way from school.

Non Aided Focus Groups with Students:

The researcher conducted three focus groups with primary stage students from three different years, second primary, fourth primary and sixth primary.

The youngest respondents are second primary school students, of both sexes in a governmental mixed school in El Shorouk City. The classes' duration is normally 45 minutes. The lifestyle and habits of the students' after school is vital to learn about in order

to place the instructional programs in their agenda. So, they go home, eat, watch some television, study and work on their homework, then sleep at around 9 pm.

As for their studying habits, when the students were asked about whether they take private lessons or not, they denied totally; however, in elaborating later about the matter, they mentioned that they study with their teacher. Moreover, some of the students mentioned that they usually study with their older sisters or a neighbor, while no student mentioned studying with his or her parents. Also, none of the students mentioned any kind of activity that they perform in class or at school in general concerning studying like games, visual aids, watching a movie or a field trip.

Concerning awareness about the television instructional programs, none of the students from this age group knew about them or could even imagine a teacher explaining on television. In addition, when the students were asked about watching television for studying, they were afraid and mentioned that they do not watch television, they just study. Although the students mentioned that they do not watch television during the week, they mentioned later that they watch cartoon, Moga Comedy Channel and other satellite channels.

For the sake of the research, the moderator tried to explain to the students the idea of a teacher on television, but they could hardly imagine it. They were then asked how they would like to see a teacher on television explaining, and they all agreed that there should be a board and a teacher explaining just like in class. As for a drama or any kind of cartoon character to explain the material, they could not imagine that at all. Some of them mentioned their favorite cartoon characters "Sarhan and Erfan" and that these boys are good students as they punctually go to school and do their homework.

The students interviewed do not watch any kind of educational material at school as well. It was crystal clear that the second primary students know nothing about the instructional programs, and that their teachers never talk to them about these programs.

For the older age group, few of the fourth primary students knew a little about the instructional programs. One of the female students was able to identify the logo of Nile Instructional Specialized Channel, by drawing the "N" shape on the air and a little ball in the middle. The rest of the class did not know which channel airs these programs, while only few of them mentioned that they had watched them before. Some students also mentioned that they watch the newscast, and a girl also said that she likes watching the weather forecast because it helps her in the social studies class. They thought of these programs as instructional programs.

The students also imagine the instructional programs as a teacher sitting and explaining the material. They could not imagine how a cartoon or a drama could present the school syllabus. There was nothing mentioned about cartoons at all.

One famous character that many of them mentioned several times is "Sayed Abou Hafiza", a sarcastic presenter for a short comic newscast on Moga Comedy Channel. They thought Sayed Abou Hafiza would make a good teacher if the instructional programs were like that.

The sixth primary students were a little more familiar with the concept than the younger ages. This age group had watched the instructional programs at least once before. Yet, they did not watch the instructional channels, and had no idea about them. One of the students mentioned that he watched an instructional program on science before on one of the terrestrial channels. This was by a coincidence when his father saw a science teacher presenting an experiment. The student was happy because he already knew the experiment and he was excited to say the answer with the television instructor. The students said that

the programs are appealing to them because they like watching experiments for science, and to see some chemical or electrical reactions on television. One of the students interviewed mentioned that he wishes to get some instructional material on a CD, because he wishes to actively use the computer.

What the students wish to see in an instructional program is some demonstrations; plus, they need a teacher to listen to their inquiries and give them feedback in one way or another via television.

MOTHERS

In depth Interviews with Mothers of Primary Stage Students

The researcher interviewed five mothers, some of whom said that they regularly watched the instructional programs and were so keen to make their children watch them as well. On the other hand, some of the mothers stated that out of their experience with the instructional programs and knowing how weak they were, they did not even tell their children about them.

On the bright side, two of the mothers interviewed said that they watched some of the instructional programs before on the terrestrial channels, not the specialized ones, especially for the years when the exams are given by the Ministry of Education, and not by the school as in fourth and sixth primary years. Although they get an idea about the program and they even wrote their schedule, their children refused to watch them. The problem here is that the children consistently refuse to watch these instructional programs.

The mothers who had watched the programs before think that they are so beneficial and use many techniques. The most important aspect in these programs according to the mothers was that they brought up questions expected to appear on official exams and their model answers.

As for the mothers who did not watch the instructional television programs, they have a negative perception about the instructional programs since they themselves were students. Therefore, they do not even care or know about the specialized channels.

One of the mothers mentioned that her son knows all the Arabic movies by heart. He sits in front of television for hours watching movies on the satellite channels. Yet, he does not know about the instructional channels.

Moving to private lessons, all mothers stated unanimously that their children depend highly on private lessons for almost all subjects. One mother stated that her son used to take extra paid classes at his school in all subjects from first to third primary, and then from fourth primary to the sixth he took private lessons. The reason why the students prefer to take private lessons with their own schoolteachers is that there are grades allocated to the schoolwork (since in Egypt, the school teacher is responsible to give out grades for participation in class). When the mothers were asked if they would stop depending on private lessons, if the programs were good they all said "No". All the mothers said that it was very important to take lessons with the class teachers to enable their children to pass the exams. One mother said that the benefit from the instructional programs depends on the qualifications of the child; if the child were weak in a subject, he would not benefit from the programs because he did not have the talent to study anyway. As for the good students, they would be able to benefit from anything. Moreover, the main advantage of the private lesson is that the teacher is capable of encouraging the child to study on his own, while some teachers always complain about the students, and let them go without making sure that they understand the subject matter. Some mothers said that they were not happy with the concept of private lessons, but it is an evil that they cannot live without. They had to depend on private lessons because the parents did not have time to follow their children's studies, so they needed someone to help them. Finally, when the students take private lessons, they do not have any time to practice any other activities. In one year, one child in fourth primary used to take lessons after school everyday, even on Fridays. That gives the students no chance to get exposed to other instructional material or even to study on their own.

As for the instructional material, all mothers said that they have to buy the supplementary books because the children depend on them in studying, in practicing and

even in their private lessons' assignments. Some mothers did not know other study aids available, while others get books with CDs. One mother said that her son liked the CD, and he was excited using the computer like his older brothers, and enjoyed clicking on icons and watching the animation. Another mother mentioned an instructional technique that they heard about but never used, that is "Teacher Online" that is tailored to interact with each student with their name, so they were looking forward to trying it. On the other side, one mother said that these books are considered somewhat costly. For example, the books cost around sixty pounds per semester, and so in addition to the school and private lessons, this becomes very costly. Finally, one mother mentioned that there is a very important source they depend on, that is "Al Gomhoria" newspaper, which allocates an attachment for questions expected to appear on official exams and their model answers.

ADEL ABDELGHAFAR, PH.D.

Former media spokesperson for the Ministry of Education

The instructional television programs are one of the good projects in Egypt, and are highly developed. By 2010, a new variety of channels was launched to present an equal chance for all unprivileged students to watch.

When Egypt was vulnerable to the spread of the Swine Flu pandemic by the beginnings of 2010, which was a crisis and a threat to schools to shut down, the instructional programs were the core of attention as one solution for the problem.

Normally, The National Curriculum Development Center (NCDC) selects teachers, and prepares the content of the subjects. Then, it deals with the Egyptian Radio and Television Union (ERTU) for the camera testing, and selection of teachers. Moreover, under the supervision of the National Curriculum Development Center (NCDC), graphics experts from the Egyptian Radio and Television Union (ERTU) transform the material into appropriate presentations.

There are several standards by which the National Curriculum Development Center (NCDC) chooses the teachers for the instructional programs. However, AbdelGhaffar says that there should be better techniques for selecting those teachers. Some of them are good; others are below standards especially for language teachers, who have real problems with pronunciation.

As a substitute for the teachers' role and as a new technique to present the subjects is the use of multimedia programs. The Ministry of Education adapted some of the curricula into multimedia courses and uploaded them on the Internet. This started also during the crisis situation of the Swine Flu. This worked well and was downloadable, and less costly for airing and production. One of these programs related to the Arabic

curriculum, which was even better than the instructional programs because they included games and interactive techniques.

The instructional programs are not a substitute for the school; they complement the school and support it. That is why teachers are not to worry or feel marginalized due to the programs. On the other hand, they are supposed to encourage their students to watch them to gain further knowledge, especially, that some of the programs were aired on the governorate channels to provide a chance for even those who do not have access to the satellite channels to watch them on the local channels.

The main problem is that in Egypt, the society lacks the culture of active learning. The students and the whole society do not encourage knowledge-seeking, yet it encourages subjects spoon-feeding that lead to the spread of private lessons.

Now, it has become almost impossible to compete with private lessons. It is a complicated problem that requires on going concern. It does not exist in any developed country. Yet, due to the spread of the private lessons, no family dares not to follow the bandwagon. Not only this, but also private lessons create an odd relationship between the teacher and the students; instead of respect, the relationship turns into a sales deal. Thus, the whole culture needs to prevent dependence on private lessons at least for the unprivileged families that can hardly afford paying for them.

Moreover, there is a problem in the system of coordination between the Ministries of Education and Information. AbdelGhaffar states that the "current synchronization between the parties cannot provide a means of development for the instructional channels". They both lack vision towards development, and thus, lack the motives and means to develop a new project and properly enhance it.

The researcher then proposed the idea of hiring an independent party to supervise the programs' production. However, AbdelGhaffar said that it is not a very good idea

because working with the private sector will only lead to problems. That is, dealing with a new party will add to the problems especially when it comes to paying this party as who will pay. Moreover, the expert would want to enlarge the size of production to make enough profit, while this may not be the main objective of the channels.

It is crystal clear then that there is a problem related to funding the programs. The Ministry of Education understands that media production is very costly. Not only this, but also, to have a high- quality professional programs is not an easy task as it requires a lot of coordination, creativity, money and time. The Ministry of Education though is paying a lot for the production and airing time of the programs. This poses a big financial dilemma for the Ministry of Education as 85% of Ministry's income is spent on salaries. This huge percentage of spending is because of the high number of teachers and employees working for the Ministry of Education.

Accordingly, the researcher asked the respondent about the role of advertising and sponsorship as to solve somehow the financial issues of the instructional programs. However, AbdelGhaffar mentioned that advertising is a problem though! Presenting school content to children is a sensitive task, thus, to advertise on it, not all the advertisers will be welcomed. For example, they may not allow a carbonated drink company to advertise because they may not be healthy or affordable for the students no matter how much money they pay for advertising.

As for the idea of social responsibility, it was suggested that universities' studios as well as private studios offer the use of their studios for a certain number of hours each month. This was not considered an efficient solution to AbdelGhaffar as well, due to the large quantities of production that they usually produce. Graduation projects or studios rental are still weak; any production, from all universities, will be so little in comparison to

the amount of production now produced by the Egyptian Radio and Television Union with the National Curriculum Development Center (NCDC).

For AbdelGhaffar, media spokesperson of the Ministry of Education, his dream is to enhance the concept of interactivity as the key for attracting children. He also mentioned that they discussed the idea of having an open day on air, yet it didn't work. There are two main reasons why the coordination between the Ministries is not fruitful. For the media, the high cost, professional and qualified crew, advanced equipment as well as airing time on the satellite, as for the Ministry of Education, the high cost, qualified personnel, the attractive way of presentation and millions of required approvals are all missing variables that may help towards development.

LATIFA EL SHAFIE**Head of the Instructional Channels and the Art Director of the Programs**

After a long struggle to fix an appointment and get permission to enter the Egyptian Radio and Television (ERTU) building, the researcher conducted a long telephone interview with Latifa El Shafie, head of the instructional channels and the art director of the programs. This is worth mentioning as an indication of the complications and rigid routine of the ERTU.

El Shafie was proud of the new enhanced instructional programs. However, she felt disappointed that, in Egypt, we lack the culture of education through television. Education is just at school, as most people believe.

Firstly, she defined the instructional programs and how they are supposed to work. She said that instructional programs should be attractive, yet not exaggerated in a way that dilutes the focus of the instructional content. The language used in the programs should be simple and suitable for the students and must match the school. For that, they produce an enormous number of programs, around 40 programs for each subject for each school year, in addition to the revision programs. They try their best to synchronize with the school; for example, they measure how many times the students take each subject per week so that they air the same number on television.

Concerning the standards for the teachers' selection, El Shafie said that the Ministry of Education assigns the teacher, then before shooting the programs, who is tested for his pronunciation abilities, camera test, presentable look, proper outfit, in addition to his skills of explanation of substance delivery, body language and proper use of gestures. She added that for the primary stage, there are even more standards required than in any other age. For example, the teacher is not to be dressed formally; he should use very

simple language, and should include some jokes and move around more than in the other school stages. On the other hand, El Shafie added that there is a lack of cooperation between the ERTU and the Ministry of Education.

As for the standards for using visual aids, El Shafie said that they are very important for the success of the programs in addition to the explanation and arrangement with the schools. Visual aid standards differ from one subject to the other. For example, science requires more visual aids than philosophy or geography. Some general rules are, the text has to be shown on the screen, the font size should be readable, the number of sentences per screen must be suitable, and the order of the questions must be chronological.

Secondly, El Shafie enumerated the steps that the instructional programs production goes through. She highlighted more than once during the interview how difficult the production of instructional programs is. Usually, the material/ content is brought by the Ministry of Education or the National Curriculum Development Center (NCDC), in addition to the teacher who will explain the substance. Then, the teacher together with someone from the assigned team from the ERTU work on the graphics, demonstration or external shooting if needed and on visual aids. They start to review everything, such as the font size, the colors and the animation. Then, they start studio shooting and editing.

The reason why the production of instructional programs is harder than that of any other program is that it needs double the effort to make sure that the information is correct and properly delivered, then how creative, appealing and attractive the program is.

When El Shafie was asked about the main goal of the instructional programs, she answered clearly: "Fighting the private lessons". She then started to talk about the viewership of the programs. She raised a very important issue that the viewership in rural

areas is higher than that in the urban areas in Cairo and Alexandria. This is because the students there are more serious, feel a stronger need for education and are keen to seek knowledge from means other than the private lessons. Latifa El Shafie, head of the instructional channels, added that those who can afford to pay for private lessons highly depend on them because they need follow up. Moreover, they are committed to the schedule of private lessons because they pay for them, while they do not have to make time to watch television. Finally, because the class teacher assigns the grades for the class, during the school year, the students cannot take these grades unless they take private lessons and pay the teacher. She then repeats that this is a matter of a whole social culture. Dependence on private lessons is a social phenomenon that no one can risk not to follow. That is why, according to El Shafie the students from the countryside are more attached to the programs; they are not an easy audience for the phenomenon of private lessons like Cairo and Alexandria.

Thirdly, El Shafie brought up the problem of budgeting. She said that there is a financial problem. As mentioned earlier, the ERTU produced a huge number of programs, starting from first primary to third secondary, around twelve years of school education, for around 95 subjects, 30 to 40 programs each. Besides, the studios, decoration and raw material are so costly. All that is carried out by the ERTU alone, so support must come from the Ministry of Education or any other entity.

When Latifa El Shafie was asked about the channels' attitude towards sponsorships and commercials, she said advertisers are not attracted to the specialized channels. She said that instructional satellite channels are not depending on advertising because the channels do not have a wide range of audience. As for those who live abroad, they would not be interested because they do not study the same curricula of Egypt, except for the Egyptians

who live abroad. That is all that El Shafie believes about the concept of advertising. She knows little about ratings or methods of programs' marketing.

El Shafie added that there is a difference between the programs she produces for the specialized channels and other programs aired on the national channels. When the researcher tried to probe for the kinds of differences, she said that it is a whole bureaucratic system and an outdated system. On the bright side, she assured that the production cast of the instructional programs is one of the best in Egypt and is highly qualified.

She assured that those who would follow the instructional programs would surely pass all their exams because these exams cover everything. Moreover, these programs present questions expected to appear on official exams with their model answers, and at least five to ten% of them would be in the exams.

Finally, Latifa El Shafie shared some of her dreams concerning the instructional channels. She wishes to have live on air programs where the students and teachers interact on air at least once a week. Yet, this a very hard dream to reach especially in the current situation of the limited financial and technical resources.

TAHANI HALAWA**Founder and Former Head of Nile Instructional Channels from 1997- 2003**

The Egyptian Radio and Television Union (ERTU) is in charge of producing the instructional programs. The ERTU produced instructional material for seven instructional channels to help with the educational process. Moreover, the channels worked to complement the school facilities. Since not all schools were capable of presenting the subject using different types of visual aids, the television channels worked to present these teaching aids to the students.

The programs applied all facilities, graphics, multimedia, drama and others. In addition, the programs were presented to all school years, and in different languages. The programs were helpful that they were exported to other Arab countries. By that time, the instructional television channels were considered a role model for all the other countries. They were considered a wonderful experience, launched and managed in a wonderful way. The production was also so good that some of the programs were shot in the real world, to get out of the traditional class style.

Originally, The Ministry of Education together with the Ministry of Information funded the instructional television channels. The day the instructional channels were launched and President Mubarak inaugurated them; he was so impressed by the fine production. Mubarak then stated that all students should receive all these programs free, without any kind of subscription or payment. All the students have the right to get this kind of excellent educational service. However, at that time, there were no financial problems. There was magnificent cooperation between the ministries; the Ministry of Education provided the material and the programs' content, then the Ministry of

Information worked on all the technical aspects of producing proper programs attractive for the students. There was cooperation between the Ministry of Education and the Ministry of Information, at that time, when Hussain Kamel Bahaa Eldin was the Minister of Education. Thousands of schools were provided with receivers and means to make sure the students watch the instructional programs. Besides, the Ministry of Education also planned a unified schedule that was followed by all schools for a certain time to explain a certain subject and watch an instructional television program about it. Thus, the class explanation and the television programs were going in parallel with the schools.

As for the selection of teachers, the Ministry of Education used to nominate a number of teachers, and then they administered some camera tests to them, in addition to other tests to make sure that a presenter could work as a teacher and a presenter as well. Not all good teachers can be good and qualified television presenters. There was another challenge that the programs producers had to meet; that is, the face of the presenter was not to appear on television. Obviously, a great war against private lessons was one reason why these programs were produced. Thus, showing the teachers' face was a kind of a promotion for that teacher as a teacher qualified for private lessons. Therefore, the programs' directors had to deal with that, to let the teacher on the program explain in a creative way and also not supposed to show his face; for example, by making his voice go over a picture, a chart or a certain film.

During the exam period, final revisions were presented. There were intense questions and answers sessions for the exams. It was mentioned that by that time, almost 90% of these questions were asked in the official exams.

When Halawa was asked about the sponsorships and commercials, she said, "Why not. If this happens, it would definitely be great." However, most of the advertisers look

for the traditional means of advertising, while they do not consider it a big chance to reach the students, especially that these are the target of several commodities served by these advertisers like juice or milk, cookies, stationery, sweets, and so on. Thus, an instructional channel could be a good channel for their advertisements.

As for the private lessons, Halawa said that Gallup independently conducted a survey about students' viewership to the instructional channels. The results of this survey proved that a vast number of the Egyptian families do watch these channels. Moreover, there were 10 million viewers for the channels over four Arab countries. It is true the programs strongly worked to fight the private lessons; yet, no one could grant that the programs did replace private lessons.

Yet, instructional television channels would never replace the schools. The instructional channels worked to complement the school, to add to it but not to work on their own. Thus, we could not just depend on television alone if it comes to reducing the school class crowd. Yet, students could get answers or further explanation from television.

Moreover, the programs were aired three times a day to make sure that the students could watch them whenever it was suitable for them, and to re-run them as well if they needed to. She added that Cairo Agency for Radio and Television also used to record and sell tapes for the programs, especially for the final years of each stage of education.

When Halawa was the head of the seven instructional channels, she had no problems, except for one, interactivity. That is why there were several trials to create contact between the students and the teachers such as via email, telephone or letters. From

the students' feedback, the teachers answer the frequently asked questions, comments and so on.

The only facility that was missing at that time was a live studio.

Halawa finally said that since 2003, she did not watch the programs because she knew they were deteriorating. She said that producing instructional programs is not an easy task; it is much harder than producing normal talk- shows. These programs require a lot of expertise and training. It is crucial to produce the programs in an attractive, juicy style that can attract the students to watch and benefit from them. Nevertheless, creative programs cannot be produced by people who lack experience or talents. Halawa added that the problem was not about funding; it was about the vision of the team in charge, and the ideas for production. The current team did not even care to ask the former team about their experience or advice.

MOHAMED SARAYA

**Film Director, Head of Radio and Television Department, Faculty of Mass
Communication, Misr International University**

Saraya defined instructional programs as a visual aid that simplifies the explanation of complicated concepts and creates an interest for the students.

Saraya worked for some time on the instructional programs, so he was able to describe what happens behind the scene. The flow of the whole interview was like telling what is supposed to be done and what really happens.

Firstly, in the process of production of instructional programs, the Ministry of Education is in charge of choosing the lessons to be explained. Then, an agreement is signed between the Egyptian Radio and Television Union (ERTU) and the Ministry of Education. The ERTU assigns a television writer to work with the selected teacher and finalize the job. What happens in reality is that the Ministry of Education sends a teacher to the ERTU. He comes, sits in front of the camera, and says whatever he wants. Then, post shooting, the director, and the crew do the technical work and add the animation and graphics. In this case, everything is in the hands of the teacher. After filming and editing done by the editors of the ERTU, the team agrees on the airing time of the programs. They have then two master copies; one stays in the ERTU, and the other goes to the Ministry of Education.

As for the production process, it all starts with the selected teacher and creative production team who sit together, brainstorm and prepare the lesson in a simplified way. Then they add the visual aids with the consultancy of the teachers and the education experts. After that, the team assembles the film in a pre-edit format and both media and

educational experts watch it. Then when the team agrees that it is ready, it is edited and then to be aired.

In reality, things change somehow. The facilities are very inadequate! There is a limited budget allocated to the production of the instructional programs. The media crew, directors and writers' talents are very weak. Even the visual aids used are inappropriate.

There is also one major problem besides the budget and that is the routine. Those who work on the programs work on it as they used to do since times past. They do not consult for new ideas; they just follow the routine, just imitate what is usually done and known to be okay.

The presenters' characteristics are also a major variable for the success of the instructional programs.

Saraya defined some of the major characteristics that should be there in an instructional presenter for primary stage students. He said that the presenter should be charismatic, have a good smile, and own the gift of explaining and delivering ideas, in addition to a solid knowledge of the subject matter.

What happens in reality is that everything is based on personal relations and social compliments. People in charge may receive demands from their acquaintances to assign a teacher they know to a program so that he publicizes his name for further private lessons and fame.

Among the other variables that make a good instructional program and attract the students' attention are the footage used and the visual aids. Moreover, the way the program is written should be interesting, fresh, and with minimal time for just talking. Among the guidelines for the selection of visual aids is that they need to be very creative, should not abide by any solid standards, most importantly, must match the subject matter. The use of visual aids thus has to be smooth, slow, and given proper time to be absorbed in the minds

of the students. What happens is that the visual aids used are only power point presentations that are so static and poor.

The presentation of the material can take many forms, such as the usage of drama in the literature subjects, the usage of short, attractive features for geography and history, and perhaps also cartoons for chemistry and biology. Saraya also highlighted the importance of instructional songs that can be joyful and easily memorized by the students.

Saraya believes that the writing of the program weights 40% of its success, then another 40% goes for the visual aids, footage and animation. Finally, 20% depends on the character of the presenter. Saraya added that the material taught must also be interesting. It is so hard to try to present something nicely if it is not exciting.

When Saraya was asked about the idea of sponsorships and the use of commercials in the programs, he said that it does not happen in reality. He thinks that more facilities could be purchased with the support of the advertising fees; yet, he witnessed a case that was a failure in dealing with an advertiser. The staff working on the instructional programs does what they usually do without thinking or adding new ideas. Thus, the idea of attracting a sponsor and abide by his needs is not on the agenda of anyone.

This leads to the point related to the level of bureaucracy in the ERTU. Saraya states that big time is lost in the process of doing any tiny thing. Thus, this hinders the instructional programs from doing their duty efficiently. Besides, also due to the static routine, it is almost impossible to use the consultancy of someone from outside the ERTU, and definitely asking for a bigger budget is almost a joke.

Finally, Saraya makes some recommendations that may make the programs more effective. Firstly, there should be a higher budget and a wider range of facilities, as well as more talented writers and creative production crew. Eventually, there should be a full morgue in the ERTU for the television production; that is, a comprehensive library for the

archive footage. Saraya added that the instructional programs cannot improve better until we change the whole educational process in general.

MAHA BALI

**Senior Instructional Technologist, Center for Learning and Teaching
Adjunct Faculty, Graduate School of Education, The American University
in Cairo**

Maha Bali, started with the variables in the instructional programs that might attract the students' attention. As in any learning environment, the teacher's personality is important, and so is the use of various methods of teaching, the use of visuals to attract attention, the use of teachers asking questions live (even if the teacher will not hear the response), and relating what is being taught to students' lives so they feel its relevance. If the television program is not interactive, it is useful when the teacher anticipates frequently asked questions and addresses them in a Q&A format. Different students are motivated by different things, and they enjoy learning in different ways, as there is no one way that works for everyone. Some people can learn quite well from television programs, and can manage the rest of their learning on their own; others need more interaction with other students or the teacher. It would be great if instructional television programs accepted phone calls, gave assignments, gave feedback on assignments – but this will never be the case as in a situation where a teacher interacts with a small number of students.

As for the use of visual aids in certain subjects like science and/or geography, Bali can clearly see the benefit of using them to explain items. These can help in teaching languages as well. Nevertheless, not all people prefer “visual learning” especially in contexts where visuals are not necessarily the best way to teach an item.

Thus, Bali suggests that the instructional programs try to address a variety of learning styles and try to simulate an interactive classroom – maybe even have some

students on the television show ask questions “real ones, and not pretending!” or receive phone calls from the audience or emails with questions.

As for countering private lessons, Bali’s first response would be that instructional programs cannot counter private lessons. Private lessons have existed in Egypt for years and no one was able to counter them. However, one has to look at the roots of the problem of private lessons and the way they are conducted, and compare that with the television programs, and the way they are conducted. If the cause of private lessons is the lack of proper teaching in class, and if private lessons are taught in a “didactic” manner (i.e. teacher talking, students listening, little room for interaction), then television instructional programs, if they cover the entire curriculum, can help. However, television instructional programs, as she has seen them, rarely provide assignments, and even if they do, they do not provide feedback on the assignments in the next episode. It is important for someone learning something to engage in it actively after they have heard about it from a teacher or a television instructor. Assignments are one way of doing this. However, active engagement with the material is not enough if the students cannot get feedback from a teacher (or more experienced peers) and ask questions. One benefit of classrooms and group private lessons and that does not exist in television programs is the possible interaction with other students – even if this interaction is minimal, but at least students can learn from the questions that others ask. If instructional television programs allowed phone calls from students to ask questions, they may be more interactive in that sense. However, if these television programs charge money for taking calls, then this will be replacing money paid for private tutors with money paid for television programs, this is not a good idea!

If the cause behind private lessons were the parents’ perception that their children need supplemental help and increased preparation for important exams, then television

programs would be an unlikely replacement, unless parents perceive their benefit. If the root problem of private lessons is that a student needs one-on-one help because they take more time to learn certain things, then television programs are unlikely to be the solution because they broadcast the same material for all students. Even though a student can record them and watch them over and over again, pause and rewind when they need to listen to something again, they cannot make the television instructor explain in a different way in response to their questions, so its benefit is limited in this sense. Finally, if the root problem of private lessons is large class sizes, then television will not solve this problem – the class size is potentially all students taking that subject/level! You only do away with the possible “noise” problem of a large class, but you get even less interaction between student and instructor.

In general, if an instructional television program is not very interactive, it replaces only one part of a normal lecture where the teacher talks and students listen. So, during private tutoring, students can mainly ask questions and receive feedback, rather than waste time listening to explanations.

If television programs can be more interactive (e.g. receiving phone calls), they could be better, but not all students will be able to participate.

TEACHERS**In depth Interviews with Teachers**

Hoda Barakat: Schools Supervisor/ inspector.

Ahmed El Aasar: Arabic and Religion Teacher

Zainab: Arabic Language teacher.

Abdel Hady: Arabic Language teacher.

Awatef El Tohamy: Social Advisor and Library Coordinator

Faten: Social Advisor and Library Coordinator

The interviews with the teachers started with the usage of visual aids in classes. All teachers said that the normal kind of visual aids used in schools for primary students include pictures, posters that the teachers either draw or ask the students to draw, and colored chalk. However, the school does not provide any kind of visual aid or supplementary material, and when the teachers need any, they have to get them at their own expense.

They mentioned that the class time available is usually used to teach the whole syllabus. The average number of students per class is around 45. The teachers cannot ask all their students to go on a certain field trip for financial reasons.

As for watching some movies based on a book that the students study, this activity only works for older stages like preparatory or secondary stage, but not with primary. Importantly, the teachers have never asked the students to watch any kind of instructional programs.

Most of the teachers interviewed have not watched the instructional channels before. As for those who watched them, they said that they use interesting animation and techniques. Moreover, sometimes the teachers are efficient; for example, one of the

teachers interviewed said that she once watched a teacher on television who asked a question and waited a few seconds for the students to think, then, he commented on the probable answers and gave the right answer. She said that this style reflected a kind of virtual interactivity and bonding with the students. Another teacher interviewed said that, on the other hand, other teachers in the instructional programs bring some students to the studio, so they just start asking them questions without giving the audience any proper explanation or any time to think. It also seemed obviously fake and artificial.

One teacher talked about the instructional television channel from her perspective as a mother. She said that she used to watch the channel from time to time, just looking for any program that suited her daughter, and when she found one program by chance on television, yet, her daughter refused to watch it, and asked her mother not to waste her time with such an obsolete channel. She added that, even if the programs presented on the instructional channels were good, the students did not even have time or energy to watch them. Students usually arrive from school exhausted, eat, maybe take a nap, then start their private lessons and work on their homework. Therefore, when they watch television, they just look for entertainment or any light material to watch.

According to a number of the teachers interviewed, the major problem is that no one knows about the schedule of the instructional programs. One teacher mentioned that her nephew checked the internet for her before, trying hard to find the schedule of the programs so that they could allow time to watch the needed programs. However, when she found the schedule on line, it was not correct.

It is obvious that there is no awareness about the programs on the instructional channels among teachers. No posters or leaflets about the instructional channels are sent to schools.

One teacher made a suggestion that if the schedule of the instructional programs was available to them, they could present it daily in the morning broadcast. At that time, all students are concentrating and a wide range of information is presented. She added that this idea is used already to promote the school study groups.

Although a school has a so- called “media room”, there is no kind of media equipment in this room. There is a television set; yet, it is locked in a room as a kind of custody for the school. Besides, even the library is not equipped with any computers or a television set although the teachers asked for that a long time ago. On the other hand, the researcher noticed a number of educational children’s games with the “Egyptianized Sesame Street” theme in the school library. These game boxes had the logo of the USAID beside the Ministry of Education logo placed on them. However, these packages are sealed and placed on the top shelf far from the reach of anyone, also as a kind of custody.

The teachers commented on the suggestion of presenting the instructional programs to the students during the school day as a good idea. Even the class teacher can benefit from them and elaborate on the programs after the students watch them in class. It would also be a good chance for those students who do not have access to satellite channels to watch them at school.

Moving to private lessons, all the teachers unanimously said that private lessons became a trend among the Egyptian families starting with the beginning of the school year. Dependence on the private lessons starts from the first primary year. Even students who study well and do not need private lessons, have to take them. Moreover, the private lesson has to be with the class teacher, to give the chance to the teacher to raise the students’ grade for class participation.

One of the teachers said that her son is in primary stage and takes private lessons although she – his mother- is a teacher herself. That is, the class teachers treat the students

who take private lessons with them in a much better way than those who do not. Not only this, but also some teachers assign some of the students to recruit their colleagues to take private lessons with them.

The main reasons for this trend, according to the teachers, are the lack of confidence on the side of the family on the competence of the class teachers, lack of quality parent time to sit with their children to follow up on their school performance, so they ask for some help from other teachers. Also, the insistence of the students to take private lessons is due to the teacher as well as peer pressure. Finally, despite the salary raise of the teachers, they still face financial problems that lead them to seek activities that bring them money. Hence, the best solution for them is private lessons.

AMR KOURA**Chairman of Al Karma Edutainment**

Media plays an important role in the overall education and influencing the mindset of children. This is even more evident in Egypt where the TV and Radio represent the main source of information and the fact that literacy rates are still high. Despite its importance, media in Egypt is not heavily involved in the education process and shies away from working together with the educators to enhance and fine-tune the broadcasted educational message.

Here comes the new concept of “edutainment”. Edutainment is the art of communicating positive social and educational messages in an entertaining format. It heavily relies on research to complement its content and production teams. It’s basically education through entertainment. Children learn best when they are being entertained. The message is neither direct nor didactic.

Koura thinks that the media can very much complement the educational efforts of the government and private education institutions. Coordinating between the curriculums at school and creating age appropriate programs can work side by side in enhancing children’s knowledge and perceptions of the world. Media can also be a very strong influence when it comes to teaching ethics, behavior, basic life skills and interaction with the surrounding community.

However, unfortunately, from his perspective, Koura thinks the instructional programs are “boring, didactic, does not promote critical thinking skills.”

Efforts have been done to introduce educational/ instructional programs that are directly linked to specific curricula, however, as stated above, they did not attract or inspire the viewers, so mostly went unwatched. They cannot replace private lessons.

A plan was created in the 90s to broadcast 9 educational channels that link to schools through satellite receivers. This effort failed because the equipment was kept locked so that the person responsible does not have to pay fines if something happened to them. A typical bureaucratic problem that no one cared to resolve.

Moreover, There is no funding or allocations in both ministries to produce informative/ educational programs for children. Alam Semsem was only sponsored initially by the Ministry of Education because USAID forced their hand.

As for advertising, advertising agencies and clients are reluctant to put big budgets on children's programs. Not because they do not care about the children, it is mainly because the standard of programs is so bad that they refuse to be associated with it. Alam Semsem is an exception as it has been sponsored and supported by Mobinil for the past four years.

Koura thinks of dealing with an expert third party to guide the system for producing the programs as a feature of Edutainment. Working constantly with experts to guide the writing team is extremely important and is not practiced in Egypt (to the best of my knowledge) except within Alkarma.

Moving to Alam Semsem as a successful model of children's programs, Koura believes is due to many factors. The style of writing, the Muppets, the variety between studio segments, animation and live action short movies are the main elements of popularity.

The latest statistic conducted in 2004 showed that viewership of the program is 86% among households with children under 8 and that 52% of the mothers watch the program with their children (Ipsos Stats, 2004).

For a program to be defined as successful, the viewership is Koura's number one criteria. Demand from stations is another sign of success. Alam Semsem for example, is

now aired on both Egyptian TV and Al Hayat 2. The only Egyptian TV program for children that is shown simultaneously on two competing broadcasters.

The interviewed students personalized Alam Semsem, as a young boy, dressed casually, speaks their language and so much fun. Moreover, if there is a fight between Alam Semsem and the Instructional Programs on the Specialized Channels, they unanimously say that Alam Semsem will surely win the fight. Koura analyzed these responses that the students gave, as a reflective of the style of writing of Alam Semsem. The image is transmitted by being consistent in quality and reflecting the true environment of the children. It is written on two levels; one suitable for the young children and the other suitable and entertaining for adults.

The Edutainment model works on any program and on any format (program, drama, and movie). The only obstacle will be the financing of the operation and the experts and the researchers ...etc. Find the money then everything is easy to apply.

Nevertheless, Koura said, "there is no hope for the improvement of the Instructional Programs with the current policy."

He finally suggests creating a fund that is used only to support educational programs and movies for children with proper training for the interested parties to produce them. The success factors are plenty but an important one of them is the cooperation between private businesses, funders, government and NGOs. They all have to work together towards this particular goal.

FINDINGS OF THE DISCOURSE ANALYSIS

The researcher worked on analyzing and observing the instructional television channel and programs for primary school years.

There are two channels for the primary stage, One and Two. The first one presents programs from the first primary until the third primary stage. The second channel presents programs from fourth primary until sixth primary years.



Figure 3: Primary Instructional Channel 1

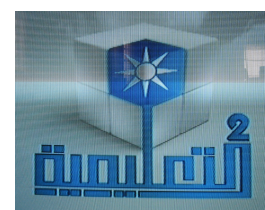


Figure 4: Primary Instructional Channel 2

The programs are aired three times a day, starting from eight a.m. Each program takes 20 minutes. The separators between the programs are a school bell. Usually, a number of subjects for the same year follow each other; so that students have a complete course load like at school. The jingles and introduction of the programs are musical, and use lively jingles, graphics and colors. In some of the breaks between the instructional programs, there are some educational programs presenting tips for the students, such as, "Dos and Don'ts", say and do not say for proper Arabic pronunciation, "One Word Many Meanings", "Verb Conjugations", "Letters Mean Words" for the abbreviations and so on. That is to say, even the gaps between the programs are filled with beneficial educational content, in addition to

announcements about the programs' airing times.

Moreover, in some of the programs introductions, the presenter's name is written. Even though, Tahani Halawa, former head of the instructional channels and board member in the Egyptian Radio and Television Union, said that the programs should usually avoid

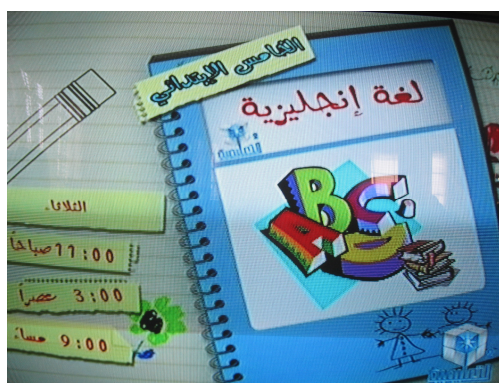


Figure 5: Shot from the Instructional Channel. Program time announcement

mentioning the name of the teacher, as some teachers use this for publicity for more private lessons with them.

Some of the programs are shot at the Egyptian Media Production City, and the copyright goes to the National Curriculum Development Center (NCDC).

One important aspect the researcher noticed is that there are no commercials at all on the specialized channels. This verifies what several experts interviewed such as the head of the channels, Ministry of Education Media Spokesperson, and media experts mentioned.

Focusing on the programs precisely, and to make sure that the discourse analysis was representative of the programs, the researcher analyzed two programs for each subject for each of the six school years.

Table 4: Analyzed sample of the instructional programs

		Subject						Total
		Arabic	English	Science	Math	Social Studies	French	
Year	1st Primary	2	2	-	2	-	-	6
	2nd Primary	2	2	-	2	-	-	6
	3rd Primary	2	2	2	2	-	-	8
	4th Primary	2	2	2	2	2	2	12
	5th Primary	2	2	2	2	2	2	12
	6th Primary	2	2	2	2	2	2	12
Total		12	12	8	2	6	6	56

The researcher focused on a number of variables as mentioned earlier in the methodology. The variables included the way the programs' presenters start the program, whether they simply smile or not, in addition to the way they are dressed. The second part is related to the program itself and the way it is presented. This variable includes the setting, the presentation style, whether the presenter revises the previous lesson, or starts directly with the new topic; it also includes the use of music, and finally, interactivity as a major variable based on the Rich Environment for Active Learning model, and the

recommendations of the instructional experts. This crucial variable includes whether the presenter asks questions then waits for the audience to think, then reply and gives the correct answer, or the presenter just states the question and answer directly. Does the presenter assign the students any task to do at home or not, and then does the presenter give a kind of feedback on the previous task or not. Moreover, an important issue is the use of real life examples that involve the students. Eventually, do the programs provide any means for feedback such as an email address for students to send their questions or suggestions to, or perhaps a telephone number or not.

The presentation

All the programs analyzed start the same way with a short welcome to the audience, then they move directly to the program subject.

As for smiling while welcoming and explaining, it seems it is not a requirement for all teachers to smile in front of the camera. For example, in 46.4% of the analyzed programs the presenter smiled, even once throughout the whole program, and the other 53.6% did not smile at all.

Moving to the presenter's outfit, 73% of the presenters dress formally; this means they wear a suit and a tie, and for women, a jacket and shiny accessories. While twenty three percent are dressed casually; for example, they wear a sweat-shirt or a polo shirt. Some of programs (4%) had not one presenter only, but a group of students, or a puppet and so on. This contradicts with what Latifa El Shafie, art director of all the programs and Head of the Nile Instructional

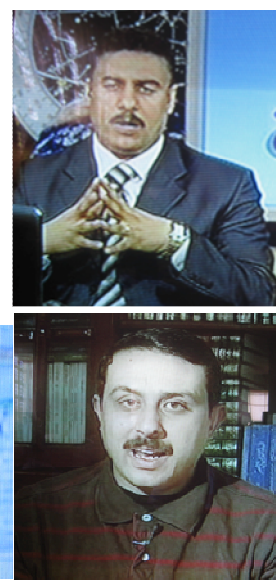


Figure 6: Shots from the Instructional Programs. Teachers' outfit (formal/ informal).

Specialized Channels, said; that for primary school students they usually recruit young presenters who look active and dress simply, not to be far from the students' life.

There are a variety of setting styles. Almost 70% of the analyzed programs were shot in a studio setting. The teacher sits on a desk, with a certain background banner for each subject. Then comes outdoor shooting

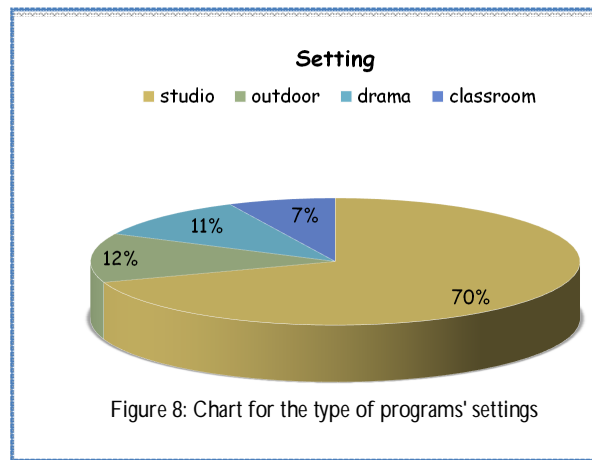


Figure 8: Chart for the type of programs' settings

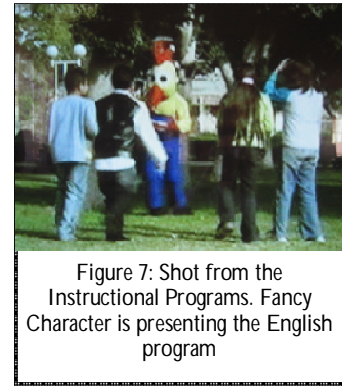


Figure 7: Shot from the Instructional Programs. Fancy Character is presenting the English program

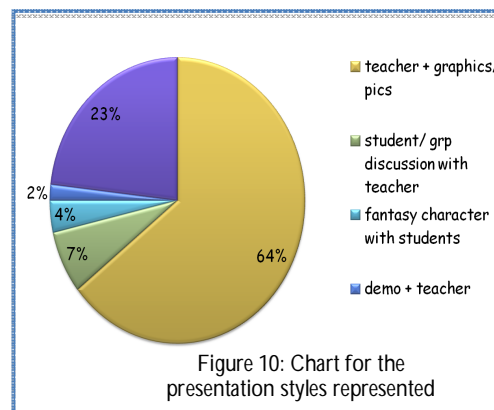
with 12.5%. Next, 10.7% of the analyzed programs use footage or pieces of drama and enactments in a variety of settings. At the end, 7% of the analyzed programs are shot in a

classroom setting, with a whiteboard and students sitting in the studio wearing a school uniform.



Figure 9: Shots from the Instructional Programs showing different presentations' styles

As for the styles of the presentation, as shown in figure 9, the majority of the analyzed programs (64.3%) have a teacher sitting at a desk, with a computer in front of him, and then they use graphics or some pictures with the voice over that of the teacher. Then the second style used (23.2%) in the programs analyzed a mix between a teacher explaining to a group of students, and to the graphics and some drama or enactment from



the students. For example, in one of the Arabic programs for third primary, the teacher hosted a student, and used graphic effects, talking about the Pyramids and the Sphinx. However, throughout the whole program, the teacher and the students kept explaining the pyramids, their positions, and what the Sphinx looks like, without even bringing one single picture of them, although there was graphic effect that just included text, frame, and an animating character.

Then, some analyzed programs (7.1%) are presented by a teacher with one or a group of students in the studio. One interesting style is used for the Arabic language for second primary, where the teacher is dressed casually, and has six students in the studio, three girls and three boys. So, the explanation style is like a competition between the girls' team and the boys' team. The sticks the right answer on a banner hanging on the wall as a candy cut out. Another style of presentation is using a fantasy character or a puppet rather than a formal teacher with the students to explain the material of the program. This style is used in 3.6% of the analyzed programs, and this is mainly for the language programs.

Finally, 1.8% of the analyzed programs add a demonstration with the teacher as well as the graphics. That is to say, they use parts of the program footage from a lab, with demonstrations on 3D figures or shapes, but this is only used in the science subject.

Based on the rich environments for active learning model, teachers have to consider the anchored instruction technique. Anchored instruction, as mentioned earlier, is a technique of teaching based on some principles, such as, using videos in presenting the subject matter. That is important since the drama and the medium are so powerful in touching learners, also because using various modalities and down-to-earth images are effective in presenting any material to the students. Another technique that can be well used in anchored instruction is presenting a problem by enacting it, for example using actors and narratives to make the issues more appealing and lively. Finally, among the other techniques, it is quite important to link the dots within the curriculum to boost the application of the issues (CTGV, 1991 cited in Grabinger et al, 2000).



Figure 11: Shots from the Instructional Programs. Example of the visual aids

Only 5.4% of the analyzed instructional programs review the previous lesson before the new lesson is introduced while the majority of the programs, 94.6%, start directly with the new subject matter. Finally, the use of music as background for the program is used in 23.2% of the programs; the remaining 76.8% do not use any kind of music other than that used as the introduction of the program. It is also worth mentioning that the language programs are usually very lively and attractive. They include enactments, graphics, and several activities, in addition to French songs and lyrics written and highlighted to teach the students proper pronunciation, plus the good accent and

pronunciation of the Egyptian students acting. However, on the other hand, in some of the math and science subjects presented in English for the language schools, the teachers' pronunciation and grammar are not always correct. For example, the researcher noticed some mistakes made by some teachers including words such as "three" and "the" are said as "seree and za"; "another" is pronounced "anazar", "example" is pronounced as "examble". Moreover, "about" is pronounced as "abawet"; "problem" is pronounced as "broblem", finally, "five" is pronounced "faiefe". Also, examples of the grammatical mistakes made include, for example, "in the two frame", "in the another example". Perhaps the teachers who explain in English are hard to find; as the researcher noticed, when analyzing the math and science subjects in Arabic and in English for the same lesson, the Arabic teacher gives much more elaboration, examples, interaction and smiles than the teacher of the English version; may be because the teachers do not feel so comfortable explaining in English.

There are four variables analyzed to reflect the interactivity level of the instructional programs in Egypt. The first is asking questions during the program directed to the students, with the teacher waiting for the students to think of the answer, then the teacher commenting on the answer and giving the correct answer. This technique was nicely used in 57% of the programs. Moreover, the teachers in these programs usually call the students as "my dear ones", "my sons and daughters", or even "my friends".

As for using real life examples, 68% of the analyzed programs use real life examples that involve the students in

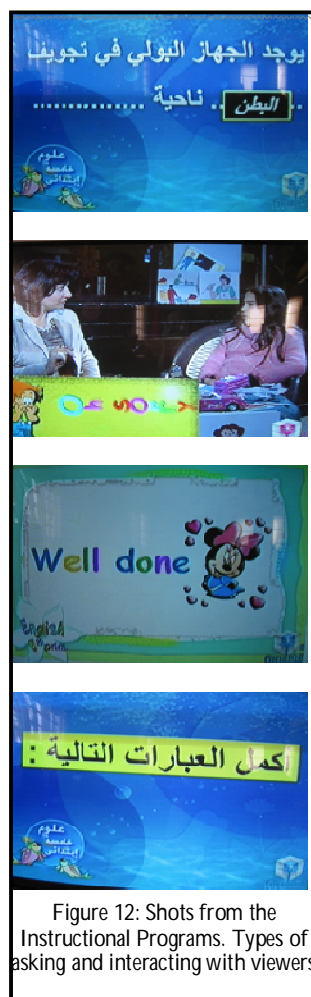


Figure 12: Shots from the Instructional Programs. Types of asking and interacting with viewers

the subject matter and relate them to the reality they live. They also use these real life examples in the majority of the programs to help the students to place the information they learn in context with their daily life.

The second is the instructor assigning a certain task or an assignment for the students to maintain the practical application of the instructional programs, to work on at home. Unluckily, none of these programs use this technique. The third is not giving any comments or feedback on the assignments done by the students at home.

On the other hand, while observing the programs, the researcher noticed one thing in one program only which was an Arabic subject for the second primary year. The teacher asked the students at home to go get their textbooks while watching the program, and they got a shot for the page they are working on from the textbook. This was a point worth mentioning, although it was not counted as an assignment because the teacher did not ask the students to read or to answer the questions, not even to take notes. The final variable analyzed giving for feedback as a technique for interactivity with the students, such as the announcement of an email address or a telephone number. Unluckily, none of the programs offer any means of feedback. "Giving feedback" is a great wish, according to El Shafie. She mentioned that she dreams to have a means of feedback between the programs' teachers and the students; however, practically, this requires a lot of technicalities and a big budget. Moreover, this requires having programs live on air to answer the students' inquiry. On the bright side, El Shafie mentioned that she is working on this idea now, and hopefully it can see the light by the end of this year.

Chapter 6

DISCUSSION

This study is a descriptive one that aims at gathering information about instructional television in Egypt. Accordingly, the researcher gathered opinions and feedback from the parties that form the learning environment according to the Rich Environment for Active Learning model. Those parties are teachers, instructional experts, media experts, edutainment expert, instructional channels' managers, students and their mothers. Moreover, to make sure that the study is not just based on opinions, the researcher critically analyzed the instructional programs on the primary stage channels.

Previous studies are divided into two main categories; media research and education research. Media studies in the instructional media field are concerned with the effects and the viewership of the programs. As for the education studies, they are concerned with the instructional channels' perception among students in addition to the content of the subjects like psychology and science.

This case study is a preliminary descriptive study. It is intended to provide a comprehensive background about the condition of the instructional programs in Egypt. Accordingly, new areas in the field of instructional programs are revealed. Many controversies and contradictions are brought out.

The parties involved in the learning environment of the learner do not complement each other and there is no coordination between them. Each party is acting

on its own without any consideration for the other parties' needs or circumstances. Amr Koura, Chairman of AlKarma Edutainment, said that with this current condition of coordination, the instructional media would never improve in Egypt.

To produce instructional programs there are several parties involved and it takes several steps. Firstly, the National Curriculum Development Center (NCDC), as a representative for the side of the Ministry of Education, selects a number of well-qualified teachers then they go to the Egyptian Radio and Television Union (ERTU,) as a representative for the side of the Ministry of Information. Secondly, the teachers selected are supposed to be camera tested and the best among them are selected. What seems to happen though is that the teachers are selected based on their social relations and personal deals. Accordingly, several teachers presenting the programs are not qualified, yet they reach millions of viewers.

Thirdly, after the selection of teachers, the teacher together with a graphic designer and a scriptwriter work for preparing each episode for the curriculum.

Thus, the Ministries of Education and Information are supposed to collaborate throughout the process, yet the coordination is not efficient enough. Both entities have their problems and suffer from different types of governmental bureaucracy and routine. Moreover, when any mistake is made, each party blames the other for being responsible for it. Thus, there is a lack of transparency and accountability.

Not only this, but also there are problems within the side of education. With the new Minister of Education Ahmed Zaki Badr, new scandals appeared about the conflicts between the Ministry of Education and the National Curriculum Development Center (NCDC). Badr dismissed Youssry Afify, head of the NCDC as several fatal mistakes were discovered in the curriculum, he was also accused of abusing the education budget.

Finally, the coordination that is supposed to exist on the small side between the schoolteacher and any other media vehicle offering the students a new chance for learning is absent. Instead of having a complementary, synchronized relationship between the schoolteachers and the instructional television programs, the schoolteachers consider the instructional programs a mean competitor for them. The schoolteachers look at the instructional programs as creepy means to gradually replace them and cut off their income to survive. Thus, it is naïve to count on the school and the schoolteachers to encourage the students to watch several sources of education and to seek knowledge everywhere.

The researcher proposed to interviewees an idea of involving a third party who is professional and can handle the responsibility and work as a liaison between the Ministries of Information and Education. Koura said that this idea of working constantly with experts to guide the team is an application of the concept of edutainment; yet, it is not practiced in Egypt. Nevertheless, this idea was not perceived as useful because this third party will be costly and will seek certain standards of production that may not be present in the current situation with the current budget. Finally, this idea is not useful according to Adel AbdelGhaffar, Media Spokesperson of the Ministry of Education because there is already several conflicts and lack of coordination among the involved parties, what about involving another party who also has requirements and needs follow- ups.

Another major issue that is funding. There is a shortage in the allocated budgets of both the Ministries of Education and Information. According to the Unicef statistics, 12% of central government expenditure allocated to education (1998–2007), this percentage is the lowest in the region. For example, Tunisia allocates 20% of the government expenditure on education, Bahrain 15%, and Saudi Arabia 14%. From the side of the Ministry of Education, they believe that they already pay a lot for the costs of airing time of the programs on the Nile Sat. Moreover, according to AbdelGhaffar, Media Spokesperson

of the Ministry of Education, the Ministry of Education spends 85% of its budget on the salaries of the staff and teachers. From the other side, the Ministry of Information, represented in the Egyptian Radio and Television Union (ERTU), suffers from the lack of coordination from the side of the Ministry of Education, the production costs are tremendous and the size of production is huge, the programs have to cover all the subjects for all school years, that is around 3600 new program. Besides, they also suffer from a tight budget, lack of support, poor facility and outdated equipment.

The researcher started to dig for solutions accordingly. The main solution for funding within broadcasting in general is advertising. Media experts agree about that, especially that the instructional channels' audience is very clear and well segmented. Thus, any advertiser for a children oriented product such as juice or toys should be keen to efficiently reach this public.

However, those in charge of the instructional channels do not agree or understand that. According to the head of the channels, no advertiser would be interested in that target audience. This contradicts with the amount of advertisements on the children's channels such as Spacetoon & MBC3. Koura perceives the idea differently. He says that in reality, advertisers do not advertise at the instructional channels because the standard of programs is so bad that they refuse to be associated with it.

Another justification according to a media expert, who was involved for a short period in the production of the programs, is that there is a lack of system in the instructional channels to deal with advertisers or to tolerate their needs and demands.

As for the education side, their opinion about advertising is a conservative one. They believe that as an instructional channel, responsible to direct children and educate them about what is right and what is wrong, it is very sensitive to include advertising messages among these educational content. Maybe some of the children would not

differentiate between the instructional message and the commercial message and take them both as instructional.

Another solution that was proposed is that the whole society should adopt the instructional programs as a national project. For example, universities in Egypt that are equipped with studios and production material that can help in producing some of the programs or even allocate their studios in the vacation recess for the production. Furthermore, businessmen, such as Naguib Sawires or Ahmed Bahgat who own private channels and studios, can allocate a couple of hours per week for the instructional programs as part of their Corporate Social Responsibility programs. However, this idea was rejected by for the Media Spokesperson of the Ministry of Education, who said that the size of production is so huge that any other side production will be so weak. Moreover, there are problems in the coordination with the current involved parties, so no need for further involvement leading to further problems.

As for the learners and their families who are supposed to be intentional knowledge seekers, they are found to be dependent on private lessons that grant success in the exams, and are not aware of the instructional programs except for the ones that provide questions expected to appear on official exams and model answers so that they just memorize them.

Private lessons became another problem that is so deep in the Egyptian society. However, private lessons in general are not considered a problem for some of the Egyptian segments while a critical problem for others. For example, the affluent socio- economic A class depends on private lessons for their children as a kind of further care. It is not considered a problem for them because these lessons are affordable and are optional thanks to the fine quality of education at their schools. As for the lower A and B socio-

economic classes, they also depend on private lessons more importantly as a substitute for their presence with their children due to work obligations. Yet, still the costs of the private lessons are affordable. As for the lower B, C and D socio- economic classes, private lessons are a must; otherwise their children would fail. Not only this, but also the private lessons' teacher has to be the class teacher, even if unqualified, just because the class teacher is in full control of the exams, grading and the attendance and participation grades.

Thus, private lessons are an obligation for this group although they are not affordable for the families. The primary stage is six years, these six years can be divided into two categories, first, second, fourth and fifth primary in one category where each school has its own exams and grading criteria, while the third and sixth years, there are unified exams written by the Ministry of Education for all schools. Hence, these two years are the main target that can depend highly on the instructional programs, as for the other primary years; they can also depend on it to guarantee a qualified teacher. The programs are free of charge and they all have access to satellite channels through different ways.

Subsequently, the programs were analyzed to measure how efficient they are. The researcher qualitatively analyzed the instructional programs for the primary stage, in terms of instructional techniques according to the standards of the Rich Environment for Active Learning (REAL) model rather than the production quality. Some of the standards of the model include the importance of students' involvement, interaction, the usage of real life examples, providing an atmosphere of responsibility, in addition to the application of anchored instruction techniques for explaining the subject matter (using videos & enacting). The role of the instructor is to encourage the students to discover concepts, get engaged with students in active dialogues and to convert the subject matter in a format suitable to the learners' experience. Mainly, the learner is the core and has to be the core of the educational process; thus, the learner also has to be an "intentional learner".

The primary stage students are not intentional learners though; they are pushed to study and are not knowledge seekers, mainly because they depend on private lessons. They are not eager to watch the instructional programs; they just prefer to watch any kind of entertaining movies or cartoons to relax after school classes and private lessons. Even if their parents ask them to watch any of the programs, they refuse to do. After the focus groups with students, the researcher decided to interview the primary stage children's mothers to fill in the gaps and check the claims of the young students. The mothers have a negative perception towards the instructional programs due to the "useless" instructional programs that they used to watch when they were students. All the mothers said that they depend on private lessons with their offspring's class teachers. Parents suffer from the expenses of the private lessons, yet they cannot stop them because otherwise their sons/ daughters would fail. The students are like their parents; they just seek to pass the exams rather than to learn. For that reason, Latifa El Shafie, the Nile Instructional Specialized Channels' head, said "In Egypt we lack the culture of learning via television."

As for the teachers and the programs, when analyzed show that the programs were fairly good based on the instructional standards not the production quality, for example, all the programs start well with music, animation and a welcoming note from the programs' presenters. Almost half of the presenters smile while presenting their material, which reflects cheerfulness and confidence. More than 70% of the presenters dress formally. This formal outfit is perceived as charismatic and elegant by the interviewed primary stage students. Although Latifa El Shafie, head of the instructional channels said that they do not prefer primary stage teachers to be dressed formally to be close to the students. The discourse analysis found that there is a variety of settings used in the instructional programs like a class setting or outdoor, yet the majority of the programs are shot in a studio setting.

The majority of the programs analyzed apply the presentation technique as a background for a teacher sitting behind a desk, other presentation styles include a bird puppet teaching with children and some of the programs are hosted by students from a close age to the students watching.

Some of the positive sides about the programs include the use of real- life examples and the use of involvement techniques in around 70% of the analyzed programs. Not only this, but also, one of the previously mentioned problems with the instructional programs according to previous studies, was the inappropriate airing time of the programs. Now, with the new packages, there two specialized channels for the primary stage, each program is repeated three times and the programs' schedules are announced all day long.

The problems about the programs include the poor production quality, unqualified teachers, and bad English pronunciation of some of the math and science teachers. Other issues include the lack of interactivity. Only 5% of the programs revise or relate to a previous lesson, thus not encouraging the consistence of the curriculum. Moreover, none of the programs assign the students any assignment to provide a tangible task for them, none of the programs give a feedback about a previous assignment or a task, and none of the programs provide any means of communication for the audience such as a telephone number or an email.

The majority of the students are not aware of the existence of the instructional programs, and those who watched it, do not regularly do, just once or twice during the exams.

The primary stage students perceive the programs as interesting and informative. Yet, when compared to the Egyptianized Sesame Street "Alam Semsem", the instructional programs were found less popular and much less appealing after they watched Alam Semsem. For the students, Alam Semsem is young guy, fun, casual, helpful, attractive,

informative but not related to school. While the instructional programs are perceived as an old teacher, with a moustache, speaks classic Arabic, wise, helpful and school related. If these two imaginary persons Alam Semsem and the Instructional programs were involved in a fight, the students unanimously say that Alam Semsem would surely win because they are more popular and because Alam Semsem has a number of characters that will cooperate together to win one teacher. In other words, the instructional programs have to focus on being more popular, attractive, indirectly inject knowledge and work further in the technique of interactivity.

As for the teachers, they also know nothing about the instructional programs, and no one informs them about their schedules. They said that "there is a media room in the school, yet, this room is always locked". They also have to bring the teaching aids like posters or an experiment material at their own expense. That is one reason why they legitimize private lessons. Teachers said that the parents are the roots of private lessons, while parents say that they have to pay for private lessons with the schoolteachers, otherwise their sons and daughters will be isolated, not cared for and will fail. Thus, every party is blaming the others.

RECOMMENDATIONS AND SUGGESTIONS

Based on the previous studies, and this research, there are many suggestions that would make the instructional programs more beneficial if considered.

Recommendations of Previous Studies:

The study that was conducted by Hanaa Abu Al Yazid answered some of the questions concerning the private lessons. She stated some reasons why preparatory students benefit from private lessons. In private lessons, the teacher explains better than at school, some students are keen to take private lessons because they want to become excellent. Moreover, during the private lesson, there is more concentration and no noise during the teacher's explanation. There is also a possibility of repetition whenever the students ask, and the duration of the session is adequate for the students and they are able to direct questions to the teacher. The students can also get a hard copy of the class notes for more explanation (Abu Al Yazid, 2003).

When these reasons are considered, one can see what is missing in the instructional television programs, such as, for example, the concept of interactivity, asking for clarification when needed and the possibility to ask questions. This point is also confirmed by another study, as secondary students recommend that the instructional television programs work to create a means of conversation and cooperation between the presenter and the students, and to link between the instructional television program and the school teaching plan (Ali, 2007).

The main points of strength that are supposed to be there instructional programs include the ability to select excellent teachers, the students can freely watch the programs anywhere, so this atmosphere can be quiet and helps students concentrate. The students

who want to excel would be keen on following the programs on television and taking notes free of charge.

The rest of the studies came up with other recommendations made by students, teachers and experts and based on the content analysis of the programs themselves in light of the educational standards required.

For example, the study conducted by Rasha Samir Fawzi Ali recommends that the programs are to be improved in terms of presentation, usage of dialogue and drama to minimize the traditional style of one- way communication and in terms of creating a sort of interaction between the presenter and the students (2007). It is also recommended to increase the number of the programs' airing hours, and announce the programs timing and schedule. The usage and application of visual aids is also recommended. As for the presenters, they need to be trained and guided to follow the latest technological and academic trends (Ali, 2007).

Some instructional standards were proposed by Siham Helmy Mohamed Sayed Ahmed in her study. For example, those who prepare the content of the instructional television programs are to enrich the program material with examples and applications without limiting it to the curriculum. Also, the need to make use of the interactive nature of television by creating a link between the presenter and the audience, employ the instructional means effectively, and finally, listen to the students' recommendations, needs and suggestions. Thus, they need to consider the needs and suggestions of the students, who are the main target of these programs, and consider as well the instructional programs' airing times that suit the students best.

Based on the study that was applied on computers as an instructional medium for primary stage students, there were some weaknesses, such as viewing the use of computer as a skill in itself that is detached from their previous computer experiences. Finally, the

primary stage students do not realize the value of using a computer as a time- saving agent (El Nakib, 2001).

These valuable points to be considered when preparing the instructional programs, the age, experience and mental development levels of the students should also be of major concern.

In conclusion, some of the studies were conducted by researchers from “educational” settings, while others were conducted by mass communication researchers. Fortunately, both approaches complement one another. It is obvious that media production is improving. The world standards are also considered and are applied for the local production. Despite the above, there are a number of challenges that exist in Egypt as a developing country.

Study Recommendations:

Education is one major area that needs development in Egypt. The instructional channels are one of the means of serving education.

One way of presenting the instructional material is presenting it in an entertaining way for the students to have a motive to watch the programs without getting bored.

This leads to problems associated with the Nile instructional programs, as they are perceived as boring, and lacking the use and proper application of visual aids and creative teaching methods that employ television as an attractive medium. Moreover, it is also mentioned in several studies that there should be some interactivity between the students and the television presenter; some students need further explanation or need to ask some questions. Thus, there should be a mechanism for interaction. More importantly, there should be some coordination between the school and media. In addition, there should be a

kind of announcement for the instructional programs schedules, motivating the students to watch them.

Finally, there is a need for an awareness campaign so that the effort made benefits its ultimate user. As for the students and their parents, they follow the mainstream. They are afraid to resist private lessons or seek another option that may be better because they cannot risk failing.

After research, the study recommends that the instructional channels are to be monitored by an independent entity, neither from the education side nor from the media side. Moreover, the programs have to be marketed much better.

There should be an independent Non Governmental Organization (NGO) that would be concerned with the whole process of producing proper instructional programs. This organization can receive donations and efficiently employ these donations to serve the production process of the programs. Moreover, this NGO would work as a liaison between the Ministries of Education and Information. It can also market the channels efficiently, as advertising can widen the budget allocated for the programs needs to be promoted.

Eventually, the researcher recommends launching a communication campaign that would change the perception of the students' mothers towards the programs. Moreover, this campaign is to position the instructional programs as a national project to serve the Egyptian students. The whole society can participate in developing the instructional programs, for example, this could be integrated as part of the graduation projects of the education and mass communication faculties in the form prepared for presentation of instructional programs. Moreover, universities and businessmen can adopt the production of these programs at least in their studios for those who have ones as part of their corporate social responsibility programs.

For the Ministry of Education:

- It has to be known that learning is the ultimate objective of education rather than teaching.
- Learning takes place within a rich environment based on actions & procedures that support critical thinking.
- Students should get engaged in an ongoing process of building understanding rather than mere transmission of information.
- The students should always stay the core of the educational process.
- There should be standard criteria for selecting qualified teachers to present the instructional programs.
- The Curriculum has to be organized in a spiral manner and has to include social & cultural aspects in students' lives.

For the Ministry of Information:

- The programs have to use techniques that generate students' involvement.
- Provide means of interaction and to get engaged with students in active dialogues.
- Provide ideas and setting that reflect the students' real life and experience. Besides, to convert the subject matter in a format suitable to the learners' experience.
- There should be repetition of information in different styles.
- Develop students' critical thinking while explaining.
- Efficiently apply the Anchored instruction technique (using videos & enacting).
- To apply a proper system of dealing with advertisers and sponsors to get an important source of income.
- To come up with more creative ideas of presenting the material, rather than the old dull methods of presentation.

- To coordinate with and get advices from professional entities to improve the quality of production of the programs.

STUDY LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This research had some limitations, including lack of diversity in the sample. Therefore, it is suggested that future studies interview more students from rural areas as well. Moreover, aided interviews, by which students watch some programs and comment on them, would be helpful, as well as in depth interviews with potential advertisers in the instructional programs to see how far it is feasible to advertise on these channels.

Another methodology that would also be interesting for further research is to conduct a comparative study between the instructional programs and Sesame Street, as a successful model, to measure the variables that exist in Sesame Street that make it popular and do not exist in the instructional programs. The study can also consider the production styles of both programs, and then test their influence on relaying the information and how far their target audience can recall the information.

One of the major research limitations is the bureaucracy and routine that hinders meeting Egyptian officials to know their opinion and learn about the obstacles they are facing. Thus, the researcher has to work hard through red tape to get permissions and approvals. Most of the officials met were usually suspicious about the reasons behind gathering information. This will be overcome through cultivation of a healthy research culture in Egypt.

REFERENCES

- Abdel- Aziz, R. E. (2005). *Evaluation of the role of the Specialized Instructional Channels for higher education in serving the educational process: A field study on a sample of teachers and Students*. MA Dissertation, Cairo University. Cairo.
- Abu al- Yazid, H. K. (2003). *The efficiency of the programs on the Nile Specialized Channels on students and teachers of the preparatory school stage*. MA Dissertation, Cairo University, Cairo.
- Abou Oaf, M. (2005). *Egyptian Media Production City (EMPC) prospects and future concerns: A case study*. MA Dissertation, The American University in Cairo. Cairo.
- Ahmed, S. H. (2009). *Evaluation of the instructional programs aired on the Nile Specialized Channel for the preparatory school stage, in the light of the educational Standards*. MA Dissertation, Cairo University, Cairo.
- Ali, R. S. (2007). *Evaluation of the Instructional television program of psychology for the secondary stage, in light of the subject objectives and the secondary stage students' needs*. MA Dissertation, Cairo University, Cairo
- Alison, A., Hoerrner, K., & Duke, L. (1998). What is quality children's television? *Annals of the American Academy of Political and Social Science*, 557, 70-82. Sage Publications, Inc. in association with the American Academy. of Political and Social Science Stable:..Retrieved from <http://www.jstor.org/stable/1049443>.

Azzam, M. M. (2005). *Development and impact of broadcasting satellite in the Middle East: A case study of Nile Satellite*. MA Dissertation, The American University in Cairo, Cairo.

Bostock, S. J. (1998). Constructivism in mass higher education: a case study department of computer science. Keele University, UK. Retrieved from <http://www.keele.ac.uk/depts/aa/landt/lt/docs/sin98pa6.htm>

CAPMAS, (2008). Land and people: population. National Population Conference June 2008. Retrieved from <http://www2.sis.gov.eg/En/Land&people/Population>.

Cassirer, H. R. (1954). Educational television: world-wide. *The Quarterly of Film Radio and Television*, 8, (4), 367-374. University of California Press Stable. Retrieved from <http://www.jstor.org/stable/1209772>. 12 Feb. 2009

Cohen, J. & Enserink, M. (2009). After delays, WHO Agrees: The 2009 pandemic has begun. *Science* (2009, June 19). 324. (5934) 1496 – 1497. Retrieved from [10.1126/science.324_1496](http://www.sis.gov.eg/En/Society/Children/document/09030202.htm) 18 Oct. 2009

Declaration of the second decade for the protection and welfare of the Egyptian child, (2009). *Society, children welfare, child document* Retrieved from <http://www.sis.gov.eg/En/Society/Children/document/09030202.htm>. 22 Feb. 2009

Descriptive & Correlational Designs College of Lake County. (2009). *Public Relations*.

Retrieved from <http://clcpages.clcillinois.edu/home/soc455/psycweb/research/descriptive.htm>

Egyptian Radio and Television Union: Nile Specialized Channels. (2009) Retrieved from

http://www.ertu.org/nile_chan/NL_edu.asp.

El Nakib, L. I. (2001). *The Impact of Computers as a New Instructional Medium in Education*.

MA Dissertation, The American University in Cairo, Cairo.

Enserink, M. & Cohen, J. (2009) As swine flu circles globe, scientists grapple with basic

questions. *Science* 324. (5927), 572 – 573. Retrieved from 10.1126/science.324_572.

<http://www.sciencemag.org/cgi/content/summary/324/5927/572>.

Dunlap, J. C., & Scott, R. (2000) *Rich Environments For Active Learning: A definition*.

University of Colorado at Denver.

Hein, G. E., Constructivist Learning Theory. The Lesley College. Massachusetts USA,

Retrieved from <http://www.exploratorium.edu/ifi/resources/constructivistlearning.html>

Januszewski, A. (2001). *Educational technology: The development of a concept*. Englewood, Colo.:

Libraries Unlimited.

Kale, P. (1973). Developing a tool for development: Television in India. *Economic and Political Weekly*, (1973, Jul. 14), 8, (28) 1255-1257. Economic and Political Weekly. Retrieved from <http://www.jstor.org/stable/4362849>.

Kommers, P. A., Grabinger, M. R. Scott & Dunlap, J. C. (1996) *Hypermedia learning environments: instructional design and integration*. Laurence Erlbaum Associates. New Jersey.

Lawler, L. J. (1965). Educational television and its role in developing countries: *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, 11, (3). 326- 336 Springer. Retrieved from <http://www.jstor.org/stable/3442013>.

Locatis, C. & Atkinson, F. D. (1984). *Media and technology for education and training*. Columbus, Ohio: C.E. Merrill Pub. Co.

McNeil, J. D. & Wiles, J. (1990) *The essentials of teaching: decisions, plans, methods*. New York: Macmillan.

Mohy Eldin, A. (1983). *Selection and training of broadcasting announcers in Egypt*. MA Dissertation, The American University in Cairo, Cairo.

Muhammad, B. (1996). *New technologies and the future of communication education in Africa*. MA Dissertation, American University in Cairo, Cairo.

Planning an empirical study, Arteology, (2007). *Research of Products and Professions*.

Retrieved from <http://www2.uiah.fi/projects/metodi/144.htm#desc>

Progressive Education Association (1936). *Growth and development: the basis for educational programs*. New York : Progressive Education Association.

Reuters, (2010). *Poor education squeezes Egypt's growth*. Al Masry Al Youm, 6 Oct. 2010

Rodney, S. E. & Persichitte, K. A. (2000). *Standards for the accreditation of school media specialist and educational technology specialist programs*. (4th ed.). *Association for Educational Communications and Technology* Bloomington. Retrieved from <http://www.ncate.org/nstitutions/rogramStandards.asp?ch=4>

Rossi, E. (2002) *Uses and Gratifications/ Dependency Theory*. (2009, Sept. 14). Retrieved from <http://www.sis.gov.eg/En/Society/Educational/09060001.htm>

Russell, L. Ackoff & Greenberg, Daniel. (2008). *Turning learning right side up: putting education back on track*. Upper Saddle River, N.J.: Wharton School Pub.

Schwarz, G. & Brown, P. U. (2005). *Media literacy: transforming curriculum and teaching*. Chicago: NSSE; Malden, Mass.: Distributed by Blackwell Pub.

Salama, Abdel Mohsen & Saleh, Sayed. (2010) Retrieved from <http://www.ahram.org.eg/293/2010/09/18/3/39418/219.aspx>.

Severin, Werner J. & Tankard, James W. JR. (2001). *Communication theories: origins, method and uses in mass media*. (5th ed.). Longman. New York.

Tawfik, L. M. W. (2003). *An exploratory study of media literacy issues among primary school students in Egypt*. MA Dissertation, American University in Cairo, Cairo.

Technology & education (1971). *Educational Technology Magazine*. Englewood Cliffs, NJ: Educational Technology Publications.

Panic or foresight? Egyptian officials are being unusually zealous in their battle for public health. (2009) *The Economist print edition*. (2009, Oct, 1). Retrieved from http://web.economist.com/world/middleeast/africa/displayStory.cfm?story_id=14564613.

UNESCO, (1978). *Revised Recommendation concerning the international standardization of educational statistics*. (1978, November, 27). Retrieved from UNESCO.ORG. 22 Feb. 2009.

Vonderwell, S. & Turner, S. (2005). Active learning and preservice teachers' experiences in an online course: a case study. *Journal of Technology and Teacher Education*. Retrieved from <http://www.accessmylibrary.com/article-1G1-128705106/active-learning-and-preservice.html>.

Wimmer, R. D. & Dominick, J. R. (2003). *Mass media research: An introduction*. (7th ed.).

Thomson, Wadsworth, Belmont, USA.

A P P E N D I X

Interview

Ms. Latifa El Shafie,

Head of the Instructional Channels & Art Director of the programs

Area I

1. What is the definition of an instructional television programs for primary school students?
2. When preparing an instructional television program for primary school students, what are the main steps and who are the main parties involved?
3. What are the standards of preparing a proper instructional television program for primary school students?
4. What are the standards of selecting the instructional television program presenter/ teacher for primary school stage?
5. From your point of view, what is/ are the main goal/s of the instructional television programs?
6. What do you think are the main sources of funding for the instructional television programs?
7. Who is responsible for the programs and the pre- production preparations?

Area 2

8. What are the variables in instructional television programs that may attract the students to enjoy learning?
9. How can television be efficiently used as a means of presenting instructional content for primary stage students?
10. What are the main forms of presentation in an instructional television programs?
11. What is the role of visual aids and animation in presenting instructional television programs for primary stage students?
12. What are the standards and guidelines for using visual aids in the instructional television programs?
13. How far the primary stage instructional programs efficiently benefit from the television as an instructional medium in terms of using visual aids?

14. From your point of view, can you see cooperation between the ministry of education and television in determining the timing and the topics to be aired?
15. Are the specialized channels aired openly by now? What is the difference between the programs aired on the specialized and the ones aired on the local television channels from time to time?

Area 3

16. Can the instructional television programs counter the problem of private lessons in Egypt? How?
17. What is the mechanism of the instructional programs evaluation -if any- ?
18. Do you think that there is a kind of bureaucracy and routine in the Egyptian Radio and Television Union? If yes, does this hinder the programs from achieving their ultimate goals?
19. Do you know about certain means and instructional material available and affordable for primary stage students?

Area 4

20. Are there related sources or articles that you advice me to go through?
21. Would you like to add anything aside from the flow of questions?

Thank You for your Time and Cooperation.
I'd be pleased to share the findings of my study with you
when it's finished =D

الإشراف الفني للبرامج التعليمية

...يلتزم بما جاء فى كتب المدرسة يلتزم بالأسس التى وضعت أو التى اتبنت عليها أو التى حايبتنى عليها امتحان آخر السنة ، البرنامج التعليمى وخصوصا بالنسبة للمرحلة الابتدائي لازم يبقى فيه شئ من الجاذبية ، الجاذبية باقصد بيها ايه ؟ أنا ما قصدش بيها أظهر الصورة لأن دى ممكن تخطف تركيز الطالب عن المادة العلمية لكن الجاذبية هى أن أعرف أخاطب السن وعقلية الطالب أو التلميذ الذى فى المرحلة الابتدائية أراى أوصل له أبقى محبة اليه أراى يفهمنى بسرعة أراى أعرف أخاطبه وأتكلم معاه بما يتناسب مع سنة ومع طريقة تفكيره مع عقليته وو...الى آخره ، كمان البرنامج التعليمى لابد أن يلتزم بتقديم زى ما قلت بما جاء فى كتاب وبنفس أسلوب تقديم فى المدرسة يعنى بمعنى لو أنا بدرس اللغة العربية فى المدرسة فى 40 حصة على سبيل المثال ما قدرش أقول انهم 40 ولا لا لو أنا بدرسها على 40 حصة يبقى لازم أقدم له ده على 40 حلقة بحيث أقدم له الحلقة بما يتناسب مع حصة ماجيش كل 3 أو 4 دروس واروح حطاهم فى مرة واحدة لا ده بيبقى تلخيص ده ممكن أعمله امتى فى المراجعات لما آجى أراجع ممكن اضم دروس لكن وأنا باشرح . الشرح غير المراجعة الشرح معناه جزء جزء ماشية مع المدرسة كمان نقطة مهمة جدا فى البرنامج التعليمى لا يسبق المدرسة ولا يتأخر عن المدرسة لأن لو أتأخر بيبقى الطالب خلاص درس فى المدرسة وعرف يعنى يقل اهتمامه قوى بالبرنامج ولو سبق حبقى مادة مش معروفة للطالب فممكن ما يقاش فاهمها كويس ولو أنا كنا باتذكر زمان كنا بنحضر الدرس الذى جاى واحنا فى البيت نحضر الذى حاناخذ طبعاً أنا فى رأى ان ده مش غلط أنى أنا أدى له الدرس القادم بس الدرس القادم فقط مش العشر دروس القادمين يعنى ما ينفعش أدى له كم من الدروس الذى لسة مأخدهاش ممكن أدى له أسبق بدرس لكن أكثر من كده لا هى دى اهم العناصر التى يجب أنه يشملها البرنامج التعليمى ده من الناحية العلمية ، من ناحية الأستاذ أو المدرس الذى بيقدم لازم تتوفر فيه يبقى عارف أراى يخاطب السن ده ، ما قدرش أجيب مدرس بياخاطب لثانوى أو بيدرس لثانوى وأخليه يدرس لابتدائي مفيش شك ان أسلوبه مش حيناسب بتوع مرحله ابتدائية بيبقى له مواصفات معينة مدرس الابتدائي على الشاشة فى شكله ولبسه ، طبعاً كل المدرسين بيحسون عن طريق وزارة التربية والتعليم هى التى بترشحهم بتقولى ده فى مادة كذا لمرحلة كذا هى التى بتحددلى المرحلة طبعاً تبع المادة التى هو مخصص ليها المدرس. فيجى دورى فى التلفزيون باعمل تست كاميرا الهدف من تست الكاميرا ثلاث حاجات ، الحاجة الأولى انه مايكنش يكون عنده درجة قبول فى الشكل معقول مايكنش شكله منفر أو حاجة والحاجة الثانية مايكنش عنده عيوب فى النطق يعنى مايكنش الدغ مايكنش السين بتاعته مش واضحة الره فيها حاجة مايكنش بياكل حروف حاجات كده والحاجة الثالثة وهى مهمة جدا يكون عنده قدرة على التوصيل بمعنى ايه أنا ممكن ابقى فاهمة لما آجى اتكلم معاكى كثير كثير بحيث انك ماتفهميش منى حاجة لكن أنا فاهمة وعارفة عايزة أقول ايه بس للأسف قدرتى على التعبير أو التوصيل ما بتيفاش قدرة مطبوعة لازم أعرف أراى الفكرة التى فى دماغى ، الجمل والعبارات التى باستخدامها بحيث انها توصل لى قدامى كاملة ومطبوعة بدون ما زهقة من كثر الأعادة ، فى مدرس لما يشرح يعيد ويكرر نفس الفكرة أو نفس المعلومة يعيدها فى كذا جملة مختلفة يمكن يعمل للطالب نوع من التشويش . الثلاث حاجات دول مهمين عندى فى تست لكاميرا التى بيتعمل .

مدرس الابتدائي يزيد عليه كمان حتى طريقة لبسة مش أستاذ بكرافت وبدله كاملة قدام تلاميذ الابتدائي لا أنا دايمًا باحاول أختارهم شباب قرييين من سنه مايقاش جدو بالنسبة له يبقى على الأقل أخوه الكبير فاهمانى ... حركة المدرس بالنسبة لبرامج التعليم الابتدائي مش قاعد مش قاعد على مكتب ولا قاعد على دسك متكف وقاعد لا لازم يبقى فى نوع من الحركة يبقى فرى وهو بيتحرك وهو بيتكلم بيضحك ممكن يداعب الولاد يعنى مرحلة الابتدائي لها أسلوب مميز شوية فى طريقة التقديم تختلف طبعًا عن الأعدادى والثانوى فى طريقة التقديم كثير جدا . ده بالنسبة للبرنامج التعليمى .

• ماهى خطوات اعداد البرنامج ؟

البرنامج بيدأ من أنا ووزارة التربية والتعليم بنكمل بعض الحاجتين الللى بناخدھم من وزارة التربية والتعليم وهما أساسيتين بالنسبة لى النص العلمى والمدرس ، النص العلمى ماقدرش ابدأ أعمله من عندى ولا أعدّه الى آخره ولايبقى عندى ناس يعملوا الكلام ده فييجينى النص مكتوب من مركز تطوير المناهج من مستشارين المادة بييجينى ورق مكتوب وزى ماقلت لك بيرشحو المدرس لتست الكاميرا ، بعد ماييجى النص التعليمى بيروح للمدرس المخصص للمادة وبنبتدى نعمل حاجة اسمها الجرافيك يعنى معناه يتكتب فونط أنا ماباكتفيش فقط بالشرح الشفوى للمدرس لا لازم ييبقى فيه فونط مكتوب ويتكتب بالجرافيك واذا كان رياضة أو حساب أو هندسة أو... الى آخره ييبقى فيه نظريات بتترسم اذا كانت مثلا مواد علميه ييبقى فيه تجارب بتتعمل كل ده بالجرافيك أو التجارب بمعنى أصبح بنروح تصور فى معامل بالمدارس لو بتكلم عن الجغرافيا يبقى لازم عندى وسائل ايضاحية لى أنا باقوله عندى مثلا باتكلم عن الطقس الشمس الهوا معرفش ايه الليل النهار النجوم السما الأرض النخيل النيل الى آخره لازم كل ده مصاحبه صورة للولد أو للطالب الللى قاعد وشايف فالجرافيك هو تقريبا الللى بيقوم بالمهمة دى، الكتابة فى خلال مراحل كتابة الجرافيك بييجى المدرس بيراجع دايمًا مع الفنى الللى بيكتب الجرافيك بيراجع معاه علشان طبعًا ضمان لأن دى مادة علمية مايقاش فيه حرف غلط مايقاش فيه فصله نقطه اى حاجة تبقى مضبوطة ، كمان الشاشة مهمة قوى بيبقى عدد الأسطر فيها ، حجم الخط ، الفونط المكتوب هو كبير قوى ، هو صغير قوى لازم يبقى خط واضح . الألوان عندى ايه اللون للفونط الللى أنا باكتبه لونه كذا مع خلفيه الشاشة لونها ايه يعنى ماحطش لونين ممكن يبقوا ضد بعض أو عكس بعض مايقاش الشاشة لونها بلو وأنا أحط لون أورانج باهت أو حاجة لا لازم فى حاجة فنية بتقول لازم يبقى فى توافق فى الألوان خطوط وخلفية ، الاحجام ... الى آخره . فدى بتقوم بيها مهمة الجرافيك ، بعد كده يجى التصوير ، التصوير فى الاستوديو المدرس بيدخل الاستوديو معمول له ديكورات بشكل يتناسب مع ان ممكن ده يبقى فصل ممكن يبقى حجرة مكتب ممكن يبقى دسك المهم لازم يبقى حاجة تنم عن البرنامج ده يكون برنامج علمى أو برنامج تعليمى يتم تصوير المدرس وهو بيشرح ويبقى فيه هندسة اذاعة خارجية ممكن يعمل مونتاج فى نفس الوقت أو ممكن يتعمل المونتاج بعد كده يعنى دى طريقة ودى طريقة يعنى أنا لو متوفر عندى اذاعة خارجية ممكن أسجل بمايسمح للأذاعة على طول ولو أنا ماعنديش عربية اذاعة خارجية وبسجل بكاميرا أو الى آخره فأبرج التليفزيون بعد كده على أستوديوهات المونتاج وباعمل عملية المونتاج بتاعى .

المونتاج برضة باصم ان ييبقى حاضر فيه المدرس لأن دورنا ان احنا منفذين أنا عندى الكاست الفنى فقط المدرس هو بيبقى الجانب التعليمى فى الموضوع علشان برضة مايكش فيه حاجة غلط مفيش كت يجى

علشان انا باعمل فاصل مايتقطعش الكت عند نصف معلومه مايتقطعش عند نصف اجابه ماکملتش يعنى امتى أقطع امتى ادخل .

يعنى البرنامج التعليمى صعب يماهيئاب أنا اشتغلت منوعات واشتغلت أخبار لأ التعليمية صعبة جدا فى تنفيذ البرنامج لأن أى غلطة فيها ممكن جدا تهد البرنامج كله وتهد البرنامج ازاي ان الطالب مايقاش فاهم حاجة مش قادر توصله المعلومة فالتالى بيبضع الهدف ، ماکانش فيه شئ من الدقة الكبيرة جدا والملاحظة والرقابة على المادة أنا ماقصدش الرقابة بالمعنى المفهوم أقصد الرقابة على صحة المادة العلمية اللى بتتقدم دى لازم العناصر تبقى متوفرة لنجاح البرنامج التعليمى .

• تحقيق الهدف من البرنامج ، ماهو الهدف الأساسى وراء البرنامج التعليمى ؟

أحنا طبعاً لما اتعملت البرامج التعليمية أو القنوات التعليمية كان هدفها القضاء على الدروس الخصوصية ومحاربتها اللى حصل يماهيئاب علشان نكون صرحاء وواضحين بالنسبة انما حاتكلم من خلال رؤيتى وقربى للعملية ، الطلاب عندنا تنقسم الى فئتين كل منطقة الريف والصعيد بيشفوا البرامج التعليمية بالتليفزيون القاهرة وأسكندرية والجيزة المحافظات دى أقل أقل كثافة فى المشاهدة السبب ايه ؟ أولا عايزة اقولك زى ماقلت لك ان ثقافة القنوات أو البرامج التعليمية مش واصله للناس ليه ، البرامج التعليمية أو القنوات التعليمية مش واخده حظها من الانتشار يعنى الصحافة مش بتلقى الضوء عليها بشكل كبير يعنى ممكن جدا الصحافة تفرد لك صفحة فى الجرنال تتكلم عن مسلسل أو عن برنامج منوعات بيتعمل لكن عمرها ماتفرد لك نصف صفحة علشان البرنامج التعليمى نقول ليه ومش ليه هو ده اللى حاصل ، هما مايدوش البرامج التعليمية مايلقوش عليها الضوء بما فيه الكفاية ، بنبت كثير تنويهاات لناس انشروا لنا ينشروا الخبر فى حته صغيرة على استحياء فى آخر الصفحة من تحت يمكن كثير جدا من الناس ماتشفهاش ده نمرة واحد مايلقاش عليها الضوء بشكل كاف .

الحاجة الثانية الناحية المادية بتلعب دور كبير أى بيت بتتوفر له امكانيات مادية بصراحة كده وخلينا صرحاء الأم أو الأب بيرحوا أنفسهم بالدروس الخصوصية ليه ؟ تقولك أنا دلوقت حافتج التليفزيون فى آه جدول برامج منشور فى الجرايد عن مواعيد ولا حاجة فالقدرة انك تقعدى تلميز فى ابتدائى أو اعدادى علشان يشوف لازم الأم تبقى قاعدة لا تشوف لأ أقعد الساعة كذا وشوف ومايقمش من قدام التليفزيون ومايروحش يلعب حاجة ثانية على الكمبيوتر مايلكمش صاحبه فى التليفون أه التليفزيون أهو شغال والولد ممكن يقوم ويسيبه لكن لو المدرس قاعد لايمكن الولد يعمل كده صح ولأ مش حايقدر يسبب المدرس ويقوم يلعب أو يكلم صاحبه فى التليفون اذا التليفزيون مش حايقدر يحكم الولد ويقول أقعد لازم الأم ، والأم أنا ماريح دماغى طب أنا ماأجيب مدرس هو اللى يقوم بالعملية كلها . نقطة تالته دى خطيرة جدا ومهمة جدا دلوقت أعمال السنة وهى تعتبر يعنى عليها جزء كبير من نتيجة آخر السنة مين بيحطها ؟ المدرسين لأن لما أجيب لأبنى مدرس فى البيت أنا على الأقل ضمنت أعمال السنة فاهمة ازاي ، يعنى المدرس جى يريح دماغى أنا كام ضمنت أعمال السنة ضمنت ان الولد يقعد معاه الساعة أو الساعتين اللى حايقعدهم مايتحركش من مكانه ضمنت انه حايشيل عنى عبا اى حاجة فى مواعيد هو اللى حايجوه الولد استثنائى الساعة كذا انا جاى لك، بصراحة بتبقى عملية راحة كبيرة للأ طالما ان عندها القدرة المادية على انها تجيب مدرسين خصوصيين بيقى مفيش داعى أععب نفسى مع التليفزيون لكن اللى معندوش قدرة مادية هو اللى يبلجأ الى التليفزيون ومبرمج نفسه ويمكن دول الطلبة

الى عندهم جدية شوية الى حد كبير من التعليمية الى هم بتنوع الريف والصعيد وو... الى آخره دول أه يمكن بيظبطوا مواعيدهم ويقعدوا لأن معدوش قدرة أنه يجيب مدرس خصوصى ودة من خلال تليفونات كثير بتجنى ان الأم يبقى عندها ثلاث أربع عيال فى المراحل التعليمية المختلفة كثير جدا قالوا لى ان القنوات التعليمية بالنسبة لنا مسألة حياة أو موت قالت لى كده صراحة أنا مقدرش أجيب مدرس خصوصى وان جبت لواحد مقدرش أجيب للتانى مفيش قدامى غير القنوات التعليمية علشان كده بقسم الطلبة الى نوعين نوع طالما عنده قدرة مادية يجيب درس خصوصى معدوش وقت يفكر فى البرامج التعليمية دى خالص لاتعنيه والأغلبية الى معدوهاش قدرة مادية هى الى بتجرى وراء البرامج التعليمية علشان تستفيد منها .

هى عملية ثقافة قبل اى حاجة وحتاخذ وقتها مألحنا لازم تتكاتف كذا جهه تتكاتف فى نشر ثقافة القنوات التعليمية ماينفعش أبدا القنوات التعليمية انت عارفة زى ايه لما تكونى مثلا فى رستوران او اى مكان بتقدمى شئ فآخر جدا لكن الناس ماتعرفش مكانه فين، ماتعرفش عنوانه فين فباللتالى محدش حايته له لكن لو انا على طول أعلاميا الصحافة طبعا أقصد وبركز على القنوات التعليمية وبادعوا الناس لها وباتكلم والناس تفتح الجرايد كل يوم تلاقى حاجة أسمها القنوات التعليمية وصفحات والبرنامج ده كذا والبرنامج ده كذا وده بيتذاع الساعة كذا ومناقشة فى الى اتذاع الحلو فيه وياه الوحش فيه فى ايه الصح ايه الغلط ، مفيش شك ان الناس حانتشغل بيها وشوية شوية حاتبتدى تبقى جزء من اهتمامتها .

• فكرة البرامج انها تتذاع فى المدرسة دى بتتعمل ولا لا ؟

لأ دى حاجة تخصص وزارة التربية والتعليم كانوا أخذوا مننا الجداول بتاعة البرامج على اساس ينزلوها على النت وينزلوها فى المدارس دى حاجة بتاعتهم هما ، لما نشوف المرحلة اللى جاية دى أحتمال يبقى فى شئ من الرؤية المتغيرة شوية بالنسبة لانتشار البرامج التعليمية فى المدارس .

• مصادر التمويل ؟

للأسف ده من ضمن العوائق الموجوده ان المفروض ان يكون المصدر الأول فى التمويل وزارة التربية والتعليم بس للأسف مفيش، طبعا هى مكلفة علشان تطلعها خللى بالك القنوات التعليمية أنت بتقدمى من أولى ابتدائى لحد ثالثة ثانوى يعنى حوالى بالظبط 12 ساعة تعليمية ، 12 سنة تعليمية جميع المواد متقدمة عندى حوالى 95،90 مادة كل مادة لاتقل عن 30، 40 حلقة اضربى بقى الأرقام دى كلها بتصرفى عليها ازاى علشان تطلعها بشكل الجرافيك عايزة فلوس والأستوديوهات عايزة فلوس والديكورات عايزة فلوس والموتتاجات عايزة فلوس كل الناس عايزين فلوس كل ده فشوفى الأرقام دى علشان تجيبها طبعا مفيش تمويل واذا كان موجود فينسبة ضئيلة جدا جدا هى محتاجة تمويل محتاجة ان ننبه الناس لها أكثر من كده .

• واتحاد الأذاعة والتلفزيون هو بيتحمل جزء وانتم الباقى .. ؟

تقريبا الاتحاد هو اللى بيتحمل كل حاجة دلوقت ، انا باقولك المفروض وزارة التربية والتعليم لها دور للأسف مفيش الدور ده غائب يعنى اللى بيتحمل التبعات المالية كلها اتحاد الأذاعة والتلفزيون .

• مبدأ مصادر التمويل المعلنين والراعى الرسمى

شوفى والله يعنى يمكن لأن القنوات فضائية ومش أرضية اللى خللى الى حد ما فيه صعوبة شوية فى عملية الاعلان أو كده ، ليه بقى لأن المعلن بيقولك انا عايز أرضى علشان أنا منتج بيسوق داخل مصر لكن فضائى مين حايشوفه هو مش محتاج لخارج مصر ليه ليه بقى ايه هو المنتج بتاعه ؟ الكتب الخارجية فالكتب

الخارجية يعنى أنا حافج باب الإعلانات ايه اللى حاجينى فى الإعلانات مش حاجينى إعلانات سمن ولا صابون حاجينى إعلانات كتب خارجية ، مدارس خاصة الى آخره .

- ويمكن فى الإعلان الحاجات اللى الأطفال يحبوها بيستهلكوها ..

معاكى اللى الأطفال بيستهلكوها بس كل ده مين حايشفوه أنا لو فضائى مش حايقى قاعدة عريضة من الناس جوه مصر يشوفونى فهمانى ، انى أنا بأسوق حاجاتى وبعدين خلى بالك ان أنا دروس خاصة بالمناهج المصرية يعنى مش حايستفيد منها الا المصريين المقيمين فى الخارج بيجوا يمتحنوا فهى دى بس اللى حاتفيدهم .

- وقت أنفلونزا الخنازير قيل ان البرامج على القنوات المتخصصة حتكون على الأرضى . الكلام ده

صحيح ؟

لأ هو فى كمان .. الأرضى بتذيع 6 ساعات فى اليوم أرضى بس 6 ساعات متفرقين يعنى للمحافظات ودى هى اللى بتستفيد منها ناس كتير أحنا كاقنات تعليمية بنزل من انتاجنا حوالى 3 ساعات فى اليوم للقنوات الأرضية أحنا 3 والتلفزيون 3 له البرامج التعليمية منفصلين تماما أحنا لنا 3 ساعات وهم ليهم 3 ساعات .

- عايزة أسأل عن محتوى التقديم ، عناصر الجذب ؟

عناصر الجذب الأساسية زى ماقلت لك أولا مبدأيا كمادة علمية لازم نبقى بنقدمها له زى ماياخذها فى المدرسة ، ماشية مع المدرسة لاتسبق ولا تتأخر ولا يحصل فيها أى دروبات .

المدرس قدرة على الشرح بشكل جيد ، خلى بالك التفاعل بقى النقطة المهمة واللى ناقصة فى البرامج التعليمية .هى البرامج التفاعلية بحيث أنا رأى او اللى أنا باحلم بيه انى أنا أعمله بيقى عندى برامج هوا مفتوحة وتليفونات من الطلبة والتلاميذ فى جميع المراحل يرد أسأله فى جميع المواد طول النهار يعنى أنا كاطالبه قاعدة بذاكر مادة الدراسات الاجتماعية فى سؤال مش فهماه أرفع سماعة التليفون أتصل بالتليفزيون على طول أشوف نفسى سؤالى بيتقال على الشاشة والمدرس بيناقشنى يعنى مش بس بيجاوينى بيناقشنى ، أنا حاستفيد وكل ملايين الطلبة اللى بيشوفونى بيستفيدوا من نفس السؤال اللى أنا سأله لازم ده بيقى موجود ومتوفر، مع الأسف طبعا نتيجة الصعوبات المادية بتحول ده. ده بيتطلب أستوديو هوا بيتطلب توصيلات معينة ويتطلبالى آخره وأجور ووو..الى آخره لكن ده المفروض ان ده اللى ناقصنا لازم يتعمل ومن غيره مش حاتكمل المنظومة اللى احنا بنعملها دى مش ممكن .

- مافكرتوش فى خط تليفون أى ميل والولاد بيعتوا بأسلتهم ؟

الميل ده أنا كنت عاملاه السنة اللى فانت فعلا بس أنا أتمنى ان بيقى فى تليفون وده أنا حاعمله السنة دى حاعمله بس على نطاق ضيق جدا بأمكانياتى التى تكاد تكون تحت الصفر لكن حاعمله ولو ليوم فى الأسبوع أسميه زى اليوم المفتوح اسميه اليوم اللى ممكن يتجمع فيه بعض المواد والطلبة يسألوا بس كنت نفسى أعمله بتوسع أعمله كل يوم انى ماستناش الطالب انه يستنى يوم معين علشان يدى السؤال بتاعة المفروض ان كل يوم نوعيه البرنامج ده وعلى طول وده ضمن الخطة اللى وضعناها لكن للأسف العجز المالى هو اللى خلى ان فى بعض بنود فى الخطة دى ماتتفدش .

- من مجموعة قرأت وأنا بحل المحتوى من ضمن النصائح ان المدرس يطلب من الطالب يعمل حاجة بايده ويتابع معاه الحلقة اللى بعدها أنا شفت مدرس واحد بس مدرس لغة عربية قال قوم هان الكتاب بتاعك وحانطلع فاصل بسرعة هات الكتاب علشان تفضل متابع معايا وعلم على اللى احنا حانقول عليه ودى من الحاجات اللى قرأت عنها بتخلى الطالب يندمج جدا مع الحصة ولما يكتب بايده بتخليه يستفيد أكثر .

على فكرة انا اديت تعليمات ان الحكاية دى تكون موجودة فى كثير من المواد ، احنا برضة عاملين حاجة ظريفة فى البرامج التعليمية عاملين ان المادة ماتبقاش بس شرح، بعد ما بنشرحها وأعمل مراجعات عملت حاجة اسمها أسئلة متوقعة يعنى انت تعالى معايا مثلا فى درس اللغة العربية ، مثلا النصوص أنا حانقولك على مدى حلقين خمس أو عشر أسئلة لازم حاييجى منهم سؤال أو اثنين فى الامتحان يعنى ايه بملك المنهج كله فى أهم عشر أسئلة أو أهم خمس أسئلة وياقدم لك اجابة نموذجية عليها يعنى لو قعدت وانتتهت معايا استحاله الامتحان حاخرج عن الأسئلة اللى بجيبها لك مين اللى حايطح الكلام دة ماهم المدرسين والمستشارين اللى بيحطوا الامتحانات فهمانى ، فطبعا عارفين ايه اللى بيجى فى الامتحان وياه اللى حاييجى وياه اللى مش حاييجى وياه اللى لازم اعمل استرس عليه وكده يعنى فاهمة فادى اسمها أسئلة متوقعة بتتقدم عندى فى جميع المواد ليه لأن من خلال تجربتى فى السنوات اللى فاتت الأسئلة دى مقيش امتحان على الأقل ماجاش منها سؤاليين أو ثلاثة من كل مادة على الأقل سؤاليين أو ثلاثة لأن هو المدرس اللى بيحط الامتحان هو نفسه اللى بيقول ان دى أهم أسئلة خلاص مادام بيقول دى أهم أسئلة يبقى لازم أفهم ان هذه الأسئلة أو شبيهها او يعنى مع اختلاف بسيط هى اللى ممكن تيجى فى الامتحان هو حاييجب منها هى دى أسئلة المادة اللى هو بيدرسها .

- المعايير ووسائل الأيضاح

هى بتبقى .. شوفى كل مادة بتختلف عن الثانية بمعنى فى العلوم ، العلوم استخدام الجرافيك فيها نسبته أكثر بكثير من استخدامه فى مادة رى الفلسفة والمنطق فى الفلسفة والمنطق أنا مش محتاجة أكثر من صور لبعض الفلاسفة لأن مقيش، مش حاقدر أستخدم الجرافيك أو أستخدم وسائل توضيحية فيها ، برضة فى الجغرافيا الوسيلة التوضيحية أكثر منها بكثير من التربية الوطنية مثلا يعنى هنا الخرائط والصخور والجبال لو أنا مثلا عايزة أقول المناطق الممطرة اللى كذا دى سهلة جدا انى اعمل لها وسائل ايضاحية لكن مثلا لما حاجى مثلا ماوصف ثورة 19 أو حاتكلم عليها فى التربية الوطنية مش حاقدر أجيب صور منها لكن بالكثير حاقدر أجيب بعض الأفلام مقاطع ، كل مادة بتختلف ياما هيتاب فى التعامل بالنسبة للوسائل الايضاحية لكن كل المواد فيها جرافيك لازم ، لازم الفونط المكتوب ليه بقى أنا باجى أحط جملة فى النحو مثلا أعرب جملة أعرب مثلا الكلمة الفولانية فى الجملة دى ، الكلمة دى لازم مكتوبة بشكل معين بلون مختلف عن بقية الجملة يعنى لو انى حاكتب الجملة باللون الأزرق يبقى لازم الكلمة هى اللى موضع الأعراب تتكتب باللون الأحمر لازم حاييقى تحتها خط بعد ما أعربها الغريم اللى بعده أروح كاتبة الكلمة اللى هى كانت موضع السؤال وأروح كاتبة الإجابة الصح جنبها ، يعنى فى اسلوب فى تقديم الإجابة نفسه مش شفوى بس لازم على الشاشة تبقى الإجابة واضحة تتكتب بحيث ان ده أكثر ثبات بيبقى الصوت والصورة كده ترسخ فى ذهن الطالب الشكل اللى بيجابو فيه فى الامتحان ، عندى حاجة كان اسمها ورقة الامتحان يعنى ازاى تنظم ورقة الامتحان ازاى تجاوب ازاى تكتب الإجابة بتاعة السؤال فاكل ده بيتقدم علشان تبقى عارفة .

أنا عملت السنة اللى فانت برنامج بيحب السؤال بخمس أشكال مختلفة نفس السؤال سؤال واحد ويتجاوب بخمس أشكال مختلفة وهى هى الأجابه ، الأجابه واحدة لكن علشان لما يحى لك بالشكل ده يبقى عارف ان ده معناه كذا وكذا ولما يجيك بشكل مختلف تقول ده غيره لأ ده نفس السؤال . فالحاجات دى بتبقى مفيدة قوى للولاد وبالنسبة كمان للمعايير زى ماقلت لك قبل كده حجم الفونط مهم جدا الشاشة لازم أبقي عارفة أنا حاكب كام سطر على الشاشة مايقاش السطور قريبة من بعضها ولا تبقى واسعة مافيه الكفاية مايقاش السطر فيه كلمتين وفى نفس الوقت مايقاش فيه عشر كلمات لأ لازم يبقى فيه عدد معين من الكلام مايتجاوزش مثلا خمس كلمات فى السطر الواحد بحيث يبقى سهل على الولد انه يشوف .دى نقطة مهمة قوى غير طبعا الترتيب اللى ينزل بيه الكلام ده ماجيش الأجابه قبل السؤال أو باتكلم فى حاجة والفونط اللى طالع لى حاجة تانية لازم يبقى ده متلاءم أو متوافق معاها علشان مايحصلش بلبله عند الولد يعنى .

• هل فى تعاون كاف بين الوزارتين

لا والله الحقيقة مش شايقة تعاون خالص ربنا يسهل الفترة اللى جاية يمكن يكون فى شئ من التعاون لكن ماحصلش طبعا التعاون هو التعاون اللى انا شايفاه أو اللى اتعمل لما جيت انى باخذ منهم المادة العلمية والمدرسين ده هو التعاون لكن قبل كده ماكانش فى حتى تعاون خالص حتى ماكانوش بيخدوا منهم المادة العلمية كانت القنوات التعليمية لما جيت سنة 2005 لقيت القنوات التعليمية هى اللى بتجيب المدرسين بمعرفتها والمدرسين هم اللى بيحطوا المادة بمعرفتهم طبعا رفضت ده نهائى ليه لأن مهما كان أخذ من المصدر ومصدرى الأساسى وزارة التربية والتعليم اللى حاتمتحن العيال آخر السنة وزارة التربية والتعليم هى تبقى على الأقل حتى مسؤلة مسئولية كاملة عن صحة مايقدم على الشاشة لكن مش أنا اللى حاجيب الناس مهما كانوا مش حاضرين مصدقيتهم ، درجة كفاءتهم لأن أنا مش متخصصة فى كل حاجة مش متخصصة فى رياضة وعربى وكيمياء وطبيعة مش ممكن يعنى . اذا فى جهه هى اللى تحدد صحة الكلام ده .

• المواعيد

أنا بابتدى الحلقات أو الأرسال ببدا من 8 صباحا حتى 12 مساء وأحيانا فترة الامتحانات بيوصل الى 2 صباحا لأن أنا دايمًا باذيع مش فترة واحدة بذيع على 3 فترات ايه هى ال3 فترات ، فترة بث أول الصبح من 8 الصبح الى 2 بعد الظهر وبعدين بتتعاد مرتين بعد كده علشان الفترات اللى فى المدارس لو فى حد من الولاد بيبقى عنده فتره ثانية واللى فترة تالته والقرى وده كله بيبقى واصلهم المقرر اللى اتقال الصبح يوصلهم الظهر العصر فى أى وقت اللى يفتح التليفزيون يلاقى ، يتماشى مع المدرسة ازاى أنا بداه أول يوم مع وزارة التربية والتعليم بابتدى أخذ الدروس أو الدرس الأول أول يوم أولا أنا واخده منهم كل مادة بتقدم كام درس فى الأسبوع فبالتالى بيقولوا العربى كل يوم بانزل حصة عربى كل يوم عندى على الشاشة، يقولوا لى الرياضة 4 مرات أنزل الرياضة 4 مرات على الشاشة ، يقولوا الدراسات الاجتماعية مرتين بانزل الدراسات الاجتماعية مرتين على الشاشة ، أنا واخده منهم الجدول ده أو الشغل ده ، اللى بيحصل بقى زى ماقلت لك أول 6 ساعات الصبح بيتأعدوا جداد نفس ال6 ساعات يتعادوا بعد الظهر ويتعادوا تانى بالليل أهو ده ليه الطلبة فى المدارس الصبح وحاجروا الظهره مثلا على الساعة 2 بيتدى يتعاد لهم تانى كل اللى اتعمل الصبح وقولى

الساعة 2 فى طلبة ثانية راحت المدارس أو مشغولين أو بيرجعوا يناموا يتغذوا دول مش فاضيين لسة حاجوا بعد الظهر يذكروا رحت الساعة 7 ، 8 عايدة لهم تانى كل اللى عملته اذا هى موجودة طول النهار للطالب .

• الفرق بين المتخصصة والقناه الأولى والثانية ...

أنا باقدم كل حاجة من أولى ابتدائى لثالثة ثانوى هم أعتقد بيقدّموا شهادات فقط .

• يعنى البرنامج نفسه مايبيقاش مشترك مابنكوا

لأ مش مشترك

• يعنى فيه قسم تانى فى الأذاعة والتلفزيون

مش الأذاعة فى التلفزيون أنا قنوات متخصصة أنا قنوات تبع المتخصصة لكن هم تبع قطاع التلفزيون ده قطاع وده قطاع .

• أنا مش فاهمة الدائرة

أنا شغلى بيتب من النيل سات وكله تبع اتحاد الأذاعة و التلفزيون ، ماتشغليش نفسك بالتقسمة قوى دى لأنها تقسيمة ادارية أكثر من أى حاجة .

• فى أى أنواع من البيروقراطية فى الأذاعة و التلفزيون بتعطل البرامج ؟

الحاجة اللى بتعطل البرامج هو التمويل أحنا عندنا الكاست الفنى على أعلى مستوى والإدارى على أعلى مستوى بس هى المشكلة التمويل ، التمويل هو أساس فى أى حاجة مش البرامج التعليمية أى حاجة ، بس لو برنامج منوعات لو ماصرفتيش عليه كويس مش حايطلع كويس أى حاجة لازم تمويل .

• آخر سؤال التقييم فيه آليات معينة ؟

شوفى هو آخر تقييم اتعمل السنة اللى فاتت فى مارس أحنا عندنا فى اتحاد الأذاعة و التلفزيون وحده بحوث المشاهدين والمستمعين وهى بتعمل استطلاعات رأى فاللى حصل انها عملت استطلاع رأى السنة اللى فاتت طلع نسبة المشاهدة فى الابتدائى 70% وفى الأعدادى 80% للقنوات التعليمية الابتدائى عملت استطلاع مع طلبة الابتدائى والأعدادى مع طلبة الأعدادى . وده اللى دل على ان الريف بيخوفوا أكثر .

باختصار ياما هيتاب لى قلناه ده كله أى حد بيتابع القنوات التعليمية بانتظام لازم ينجح أنا باقولك لازم وأنا متأكدة منها ان ماكانش حايتفوق بيقى لازم ينجح مفيش حاجة بتتساب فى القنوات التعليمية ، الشرح بنشرح ، مراجعة بنعمل مراجعة ، أسئلة متوقعة ، كل ماتخليه بيتعمل مفيش حاجة بتتساب فى المنهج بدون ماتتشرح مرة واتنين وتلاتة وبأساليب مختلفة . أى حد بيتابعنى بانتظام أنا زى زى المدرسة، المدرسة لو انت ماتنظميتش فيها مش حاتفهمى حاجة أنا لو مارحتش المدرسة وقعدت فى البيت حافهم حاجة مش حافهم مقدرش القى اللوم على المدرسة ومافهمتش وأنا مش منتظمة ومش ملتزمة معاها . بالضبط فى القنوات التعليمية لو التزمت مع لقنوات التعليمية بمواعيدها وشفت برامجها كلها أى طالب باقولك مش حاينجح نجاح عادى لازم ينجح وينجح كمان .

*التقييم والكتب الخارجية ...

التقييم الى وصلنى معمول عن البرامج التعليمية فقط ، التقييم الى اتعمل على نسبة المشاهدة بنشوفها ؟بتستفيد منها ؟ الحاجات الى فادتك أكثر ، المواد الى مش بتتقدم ، المواد الى بتتقدم كويس هى دى الأسئلة لكن ماتقلش ايه البدائل ، التقييم الهدف منه تقييم التجربة التلفزيونية ، والتقييم اتعمل فى مارس 2009.

• ياترى ممكن أى حد ممكن يشوفه ، انا ممكن ادور ألاقية

أنا عندى نسخ فى القناة ممكن أسيب لك نسخة فى ظرف تحت فى الأمن وممكن تبقى تأخذه فى أى وقت

.....

شكرا

Interview with Tahani Halawa

Head & Founder of the television educational channels from 1997- 2003.

Tuesday, September 29th 2009

1. What is the mechanism of the instructional television programs production in Egypt, and who is responsible for their production?

The Egyptian Radio and Television Union (ERTU) is responsible for producing the educational programs.

They produced educational material for seven educational channels to serve the educational process. Moreover, the channels worked to complement the school facilities. Since not all schools are capable of presenting the subject using different types of visual aids, the television programs work to serve these teaching aids to the students.

It applied all facilities graphics, multimedia, drama, field trips and others. In addition, the programs were presented to all school years, and in different languages.

The programs were so good and helpful to the extent that they were exported to other Arab channels.

By that time, the educational television channels were considered a role model for all the other countries. It was a wonderful experience, launched and managed in a wonderful way.

2. Where does the funding of the instructional television programs in Egypt come from?

The ministry of education in hands with the ministry of information fund the educational television channels.

The day the educational channels were launched and the president inaugurated them, he was so impressed by the fine production. Mubarak then stated that all students should receive all these programs for free, without any kind of subscription or any

payment. All the students have the right to get this kind of excellent educational service.

By that time, there was no kind of financial problem at all. There was a magnificent cooperation between the ministries; the ministry of education provides the material and the programs' content, then the ministry of information works on all the technical aspects of producing proper programs attractive for the students.

The programs were shot in the real world, to get out of the traditional class style.

3. What are the pros and cons for the private sector producing or advertising in the educational channels to grant it a finer quality programming?

Why not, if this happens it would definitely be great.

However, most of the advertisers look for the traditional means of advertising. While they do not consider a big chance to reach the students, especially when they are the target of several commodities served by these advertisers like juice or milk, cookies, stationary, sweets, and so on. Thus, an educational channel can be a good channel for their advertising.

4. How far are the class explanation and the instructional television programs in coordination with each other in content and in their timing?

There was cooperation between the ministry of education and the ministry of information, by that time, when Hussain Kamel BahaaEldin was the minister of education. They provided thousands of schools with receivers and means to make sure the students watch the educational programs. Not only this, but also the ministry of education planned a unified schedule that was followed by all schools for a certain time to explain a certain subject and watch its educational television program. Thus, the class explanation and the television programs were going on parallel to the schools.

5. How far do the instructional television programs in Egypt serve in the following aspects:

a. Presenting selected trained teachers to mass numbers of students all over Egypt.

The ministry of education used to nominate a number of teachers, and then they get some camera tests for them, in addition to other tests to make sure that this presenter can work as a teacher and a presenter as well. Not all good teachers can similarly be good and qualified television presenters.

During the exams period, final revisions were presented. There were intense questions and answers sessions for the exams. It was mentioned that by that time, almost 90% of these questions are asked in the real exams.

There was another challenge that the programs producers had to face, that is, the face of the presenter is not to appear on television. Obviously, a great war against private lessons is one reason why these programs are produced. Thus, showing the teachers' face is a kind of a promotion for that teacher as a qualified teacher for private lessons. Therefore, the programs' directors had to deal with that, to let the effecting teacher explain in a creative way that also does not show his face. For example, by making his voice goes over a picture, a chart or a certain film.

b. Decreasing the dependence level on private lessons.

It is true. According to Gallop international survey agency, that was interested on its own on conducting a survey about students' viewership to the educational channels. The ERTU did not assign Gallop institute to conduct this survey, it did it independently. The results of this survey proved that a vast amount of the Egyptian houses do follow these channels.

Moreover, there found 10 million viewers for the channels over four Arab countries. It is true the programs strongly worked to fight the private lessons, yet, no one could grant that the programs did replace or got over private lessons.

c. Preserving the students from staying in crowded classes vulnerable to the H1N1 virus.

The educational television channels will never replace the schools. The educational channels work to complement the school, to add to it but not to work on its own. Thus, we cannot just depend on television alone if it comes to reduce the school class intensity. Yet, students can get answers or further explanation from television.

Moreover, the programs are aired for three times a day to make sure that the students can follow them whenever it is suitable for them, and to repeat them as well if they need to.

She added that the Cairo Agency for Radio & television also used to record and sell tapes for the programs, especially for final years of each stage.

Before Tahani Halawa answers this question, she asked whether the question is for a journalistic purpose, as the media is talking this issue a lot these days as a golden solution to overcome H1N1 virus intake, however, she does not believe in it as a golden solution on its own.

6. Are there means of research or evaluation for the student's needs, and effectiveness of the programs?

During the period that Tahani Halawa headed the seven educational channels, she had no problems, except for one problem. This problem is interactivity. That is why they created several means of contact between the students and the teachers such as via

e.mail, telephone, mailing letters. From the students' reply, the teachers answer the frequently asked questions, comments and so on.

The only thing that was missing by that time was a live studio.

7. What are the plans for improving the educational programs?

Well, misses Halawa headed the channels for six years since 1997, and since then she does not follow the programs. This is because she knows they are deteriorating. She says that producing educational programs is not an easy task; it is much harder than producing normal talk- shows.

These programs require a lot of expertise and training. It is crucial to produce the programs in an attractive, juicy style that can get the students to watch and benefit from the programs. While these creative programs cannot be produced by people who lack experience or talents. Halawa added that the problem is not about funding, it about the vision of the responsible team, and the ideas of producing. The current responsible team did not even care to ask the former team about their experience or advice.

Interview

Ms. Maha Bali,
Senior Instructional Technologist
Center for Learning and Teaching
{Adjunct faculty, Graduate School of Education}
The American University in Cairo

Area 1

I cannot answer any of the questions below because I am not myself involved in the process of creating such programs. These are not opinion questions but informational questions – better answered by those who have the experience and access to the information.

22. What is the definition of an instructional television programs for primary school students?
23. When preparing an instructional television program for primary school students, what are the main steps and who are the main parties involved?
24. What are the standards of preparing a proper instructional television program for primary school students?
25. What are the standards of selecting the instructional television program presenter/ teacher for primary school stage?
26. From your point of view, what is/ are the main goal/s of the instructional television programs?
27. What do you think are the main sources of funding for the instructional television programs?

Area 2

28. What are the variables in instructional television programs that may attract the students to enjoy learning?

As in any learning environment, the teacher's personality is important. So is the use of various methods of teaching, using visuals to attract attention, having the teacher ask questions live (even if s/he will not hear the response), trying to connect what is being taught to students' lives so they feel its relevance. If the television program is not interactive, it is useful when the teacher anticipates

frequently asked questions and addresses them in a Q&A format. Different students are motivated by different things, and enjoy learning in different ways – there is no ONE thing that works for everyone.¹ Some people can learn quite well from television programs, and manage the rest of their learning on their own; others need more interaction with other students or the teacher. It would be great if Instructional television programs accepted phone calls, gave assignments, gave feedback on assignments – but it will never be the same as a situation where a teacher has a small number of students to do this with.

29. How can television be efficiently used as a means of presenting instructional content for primary stage students?

I don't like to use the word "efficiency" with education, because it seems to imply cutting corners. Efficient in terms of cost or time or what? And for whom, for teachers or parents or students? It could be efficient if the parents watch these programs with their kids, and then help their child with the material. However, it depends on the quality of the television program and the instructor.

30. What are the main forms of presentation in an instructional television programs? *I don't know! If I remember correctly when I was in Prep school, the math/science teachers sometimes solved the problems on a transparent board, there were some diagrams, there was some explanation. But I personally was a good student, so I understood most of the material anyway (from the book, or from school), and I never in my life took a private lesson. I remember benefiting from the revisions at the end of the year, and sometimes out of interest watching instructional television programs for higher levels than mine. I was not in Egypt during primary/secondary school so I can't comment on their instructional television programs.*

31. What is the role of visual aids and animation in presenting instructional television programs for primary stage students?

This is a vague question, right? Visual aids/animation are helpful (in class, on television, online) in certain subjects like science where I can imagine clearly the benefit of using them in explaining Physics. I can clearly see the benefit of using them to explain Geography. They can help in teaching language to avoid translating and keep using the language you are teaching. But not all people prefer "visual learning" and overusing it in contexts where visuals are not necessarily the best way to teach something defeats the purpose.

32. What are the standards and guidelines for using visual aids in the instructional television programs? *I don't know! I am not involved.*

¹ See learning styles and multiple intelligences theory – Area 3

33. What do you recommend for a useful instructional television programs for primary stage students? *To address a variety of learning styles and try to simulate an interactive classroom – maybe even have some students on the television show to ask questions (real ones, not acting!) or receive phone calls from the audience, maybe emails with questions, also?*

Area 3

34. Can the instructional television programs counter the problem of private lessons in Egypt? How? *My first response would be no. They have existed in Egypt for years and they have not countered the problem of private lessons, have they? However, you have to look at the roots of the problem of private lessons, the way they are conducted, and compare that with the television programs, and the way they are conducted.*

***If the root of the problem of private lessons is lack of proper teaching in class**, and if private lessons are taught in a “didactic” manner (i.e. teacher talking, students listening, little room for interaction), then television instructional programs, if they cover the entire curriculum can HELP. However, television instructional programs, as I have seen them, rarely provide assignments, and even if they do, do they provide feedback on the assignments in the next episode? It is important for someone to learn something that they spend some time engaging with it actively after they have heard about it from a teacher or television instructor. Assignments are one way of doing this. However, active engagement² with material is not enough if you cannot get feedback from a teacher (or more experienced peer) and ask questions. One benefit available in classes and in group private lessons that does NOT exist in television programs is the possible interaction with other students – even if this interaction is minimal, at least students can learn from the questions that others ask. Maybe if instructional television programs allowed phone calls for students to ask questions, they would be more interactive in that sense. But beware: if television programs charge money for taking calls, then replacing money paid for private tutor by money paid for television programs is not a good idea!*

*If the root problem of private lessons is the **parents’ perception** that their children need supplemental help and preparation for important exams, then television programs would be an unlikely replacement, unless parents perceive their benefit.*

*If the root problem of private lessons is that **a student needs one-to-one help** because they take more time to learn certain things, then television programs are unlikely to be the solution,*

² See “active learning” in theories mentioned in Area 3

because it is broadcast the same³ for all students. Even though a student can record it and watch it over and over again, pause and rewind when they need to repeat something, they cannot make the television instructor explain in a different way in response to their questions, so its benefit is limited in this sense.

If the root problem of private lessons **is large class sizes** then television won't solve this problem – the class size is potentially all students taking that subject/level! You only do away with the possible “noise” problem of a large class, but you get even less interaction between student and instructor.

In general, if an instructional television program is not very interactive, it replaces one part of a normal lecture (where the teacher talks and students listen), so it can maybe save time in private tutoring so people can use private tutoring mainly to ask questions and get feedback, rather than for explanation. Let me know if you want me to explain this. If television programs can be more interactive (e.g. receiving phone calls), this might be a bit better, but of course not all students will be able to participate.

Mahitab, if there are other root causes for the private tutoring issue, let me know what they are and I can respond on whether television programs can help.

35. What is the mechanism of the instructional programs evaluation -if any- ? *I have no idea since I have never worked on it.*
36. Do you think that there is a kind of bureaucracy and routine in the Egyptian Radio and Television Union? If yes, does this hinder the programs from achieving their ultimate goals? *Since I have never worked with Egyptian television, I am not the right authority to answer this question. It is not fair for me to even assume how much bureaucracy there is, since I know nothing of the inner workings.*
37. Do you know about certain means and instructional material available and affordable for primary stage students? *Yes, but in English. PBS has a website for kids, one for parents, and one for teachers – and they have materials in all sorts of subjects that is FREE. On iTunes, some television channels offer some educational television shows for free (look under podcasts in the iTunes US store). BBC have something called CBBs which are children programs and might be good but I have not seen them and I am not sure if they are freely available (a lot of BBC television and Radio is free online, though). The history channel and national*

³ See “learning styles” and “multiple intelligences” theory in Area 3

geographic and discovery have instructional programs but not tailored to Egypt's curriculum or to any curriculum of course! Some of their stuff is free to download from the web or iTunes.

Area 4

38. For this study, do you have one of the learning theories in mind that may be a useful theoretical framework? *Anything related to **multimedia in education** could be applicable to television, although computer-based multimedia can be more interactive than television; **Active Learning, Constructivism and Social Constructivism** are all learning theories commonly used in the design of educational materials. There is also the "Instructional Design" process that is used by experts who develop learning materials for teachers. **Multiple Intelligences and Learning styles** theory are also relevant because they show you that not all people learn in the same way, and so no "one" way of teaching works for everyone; teachers can try to teach the same thing in several different ways to try to reach as many students as possible; the same can be done for television programs but the options are more limited, of course.*
39. Are there related sources or articles that you advice me to go through? *[Check out this article by Grabinger and Dunlap (1995) "Rich Environments for Active Learning: a definition" – it has a framework you could use; you can download it from here: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.34.5471&rep=rep1&type=pdf>]*
40. Would you like to add anything aside from the flow of questions? *I just think you might need to interview someone who works in the production of television programs to know more about their process – I hope you have access to such a person!*

Thank You for your Time and Cooperation.

I'd be pleased to share the findings of my study with you
when it's finished =D

Interview**Mohamed Saraya,****Title****Area I**

41. What is the definition of an instructional television programs for primary school students?
42. When preparing and producing an instructional television program for primary school students, what are the main steps and who are the main parties involved?
43. What are the standards of preparing a proper instructional television program for primary school students?
44. What are the standards of selecting the instructional television program presenter/ teacher for primary school stage?
45. From your point of view, what is/ are the main goal/s of the instructional television programs?
46. What do you think are the main sources of funding for the instructional television programs?

Area 2

47. What are the variables in instructional television programs that may attract the students to enjoy learning?
48. How can television be efficiently used as a means of presenting instructional content for primary stage students?
49. What are the main forms of presentation in an instructional television programs?
50. What is the role of visual aids and animation in presenting instructional television programs for primary stage students?
51. What are the standards and guidelines for using animation and effects in the instructional television programs?
52. What do you recommend for a useful instructional television programs for primary stage students?

Area 3

- 53. Do you think that there is a kind of bureaucracy and routine in the Egyptian Radio and Television Union? If yes, does this hinder the programs from achieving their ultimate goals?
- 54. Can you kindly draw me a full picture by describing how things work and the main barriers of producing a television program until it is aired?
- 55. Would you like to add anything aside from the flow of questions?

Thank You for your Time and Cooperation.
I'd be pleased to share the findings of my study with you
when it's finished =D

Discussion Guide

Students

➤ **Area 1: Warm Up:**

- How is the vacation?
- How was studying and how were you prepared for the final exams?
- How do you expect the grades?

➤ **Area 2: Ways of Studying:**

- How do you study during your exams time?
- Does studying during the exams differ than studying during the years? Why?
- Do you usually study alone or with some of your friends or parents or family? Why?
- What are the most difficult subjects in your opinion?
- Does studying for each subject differ from the other? How?
- Do you use external books to study? Why?
- Did you try the studying and activities CDs? How are they?

➤ **Area 3: Class Teachers:**

- Do you like going to school? Why?
- What is your favorable subject? Why?
- What are the most difficult subjects for you? Why?
- What makes a class enjoyable for you?
- Are there any videos or visual aids -that you like- used during the class?
- Do you think the exam comes from the class explanation?
- If there is something you don't understand in the subject, whom do you get back to?

➤ **Area 4: Private Lessons:**

- Do you take private lessons? Why?
- Do you think private lessons are important? Why?
- Do you think that you can succeed and get high grades without taking private lessons?
- What are the advantages and disadvantages of private lessons in your opinion?

➤ **Area 5: Educational television programs:**

- Did you watch the educational programs before? How were they?
- Do you think they are useful? Why?

- Can you depend on these educational programs for studying?
- Do you think some of the exam questions may be answered in these programs?
- Did you think of following these programs? Why?
- If you've watched the edu. channels before, do you think that there is a consistency between what's presented on television and what's explained in the class at school?
- Do you think there are good and well qualified teachers on these programs?
- Do you like the graphics and animation used on these edu. programs?
- For you, are the programs presented in a suitable time?
- In school time, and if you're sitting in front of television, which do you prefer watching more, cartoon or the educational channel? Why?
- Did you know that there is a website for the educational channel? Did you check it out before? If yes, How was it? If no, why, and what do you think it would be?
- How do your friends at school talk about the educational programs? Do they watch it regularly?
- Do your teacher tell you anything about these programs or show you parts of it at school? If yes, What do they say? If no, why?
- In your opinion, what are the advantages and disadvantages of this channel?
- If these channels were good, do you think you may stop private lessons and follow these programs on your own?
- What do you need in an educational program?

مقابلة مع طلبة

1- طرق المذاكرة :

- ازاي كونتوا بتذاكروا أيام الأمتحانات ؟
- ياترى المذاكرة أيام الأمتحانات مختلفة عن المذاكرة أثناء الدراسة العادية ؟ ليه ؟
- انتوا عادة بتذاكروا لوحذكوا ولا مع حد ؟ زى اصحابكوا ، الأباء ، لوح من العيلة ؟ ليه ؟
- ايه هي أصعب مواد م وجهه نظركم ؟
- ياترى طريقة المذاكرة بتختلف باختلاف المادة فى رأيكم ؟ ازاي ؟
- بتستخدموا كتب خارجية فى المذاكرة ؟ ليه ؟
- جربتوا قبل كدة المذاكرة باستخدام الأسطوانات الممغنطة والألعاب دى ؟ وايه رأيكم فيها ؟

2- مدرسين الفصل :

- بتحبوا تروحوا المدرسة ؟ ليه ؟
- ايه أكثر مادة بتحبوها ؟ ليه ؟ ايه أصعب مادة بالنسبة لكم ؟ وليه ؟
- فى رأيكم ايه اللي بيخلي الحصة ممتعة ؟
- ياترى فى أفلام أو وسائل إيضاح بتستخدم فى الحصة ؟ والأمتحان بييجى من اللي اتشرح فى الحصة ؟ ولو فى حاجة انتوا مش فاهمها أثناء الحصة بتسألوا فيها ؟

3- الدروس الخصوصية :

- بتاخذوا دروس خصوصية ؟ ليه ؟
- تفتكروا الدروس الخصوصية مهمة ؟ ليه ؟
- تفتكروا ممكن ناس نتجح وتجب نمر عاليه من غير ماياخذوا دروس ؟
- من وجهه نظركم ايه هي مميزات وعيوب الدروس الخصوصية ؟

4- البرامج التعليمية :

- اتفرجتوا على البرامج التعليمية قبل كده فى التلفزيون ؟ وكانوا عاملين ازاي ؟
- تفتكروا البرامج التعليمية دى مفيدة ؟ وليه ؟
- انتوا ممكن تعتمدوا على البرامج التعليمية فى مذاكراتكم ؟
- تفتكروا ممكن البرامج التعليمية بتجاوب على بعض الأسئلة اللي بتيجى فى الأمتحان ؟
- فكرتوا قبل كده فى متابعة البرامج التعليمية فى التلفزيون ؟ ليه ؟
- لو اتفرجتوا على البرامج التعليمية قبل كده تفتكروا أن اللي بيتقال فى الفصل واللى بيتشرح فى التلفزيون زى بعض فى التوقيت وفى طريقة الشرح ؟
- من وجهه نظركم المدرسين فى البرامج التعليمية فى التلفزيون شرحهم حلو وكويسين ؟
- بيعجبكوا استخدام الرسوم والألوان والرسوم المتحركة فى البرامج التعليمية ؟
- بالنسبة للمواعيد هل البرامج التعليمية بتتذاع فى وقت مناسب لكم ؟
- سمعتوا ان فى موقع للبرامج التعليمية على الأنترنت ؟ فتحته قبل كده ؟
- أيوه..... كان عامل ازاي ؟
- لا ليه وتتوقعوا يبقى عامل ازاي ؟
- *ازاي اصحابكوا فى المدرسة بيتكلموا على البرامج التعليمية ؟ وفى حد بيتفرج عليها بانتظام ؟
- *ياترى المدرسين بيقولوا حاجة على البرامج التعليمية أو بيفرجوكوا على أجزاء منها فى الفصل ؟
- أيوه بيقولوا ايه ؟

لا ليه ؟

- من وجهه نظركم ايه هي مميزات وعيوب القناه التعليمية ؟ لو القنوات التعليمية حلوة ياترى ممكن تغطى على الدروس الخصوصية ؟

- من وجهه نظر كوا ايه الى انتم محتاجينه فى برنامج تعليمى حلو ؟
- ياترى تعرفوا ايه عن الأنفلونزا اليومين دول ؟ الطيور والخنازير ؟
- ياترى كلكم بنتجوا المدرسة ولا فى غياب كثير ؟
- طب بقيتوا تهتموا أكثر بالنظافة ؟
- سمعتوا عن ان حيكون فى برامج تعليمية جديدة لو ان المرض انتشر أكثر من كده
- لو فى برامج جديدة تحبوا تكون عامله ازاي وتتعرض الساعة كام ؟

[illegible]

